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AUGUST 1992

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# BRANDEIS UNIVERSITY



## THE HELLER SCHOOL

Ph.D. Program in  
Social Policy

Master's in Management  
of Human Services

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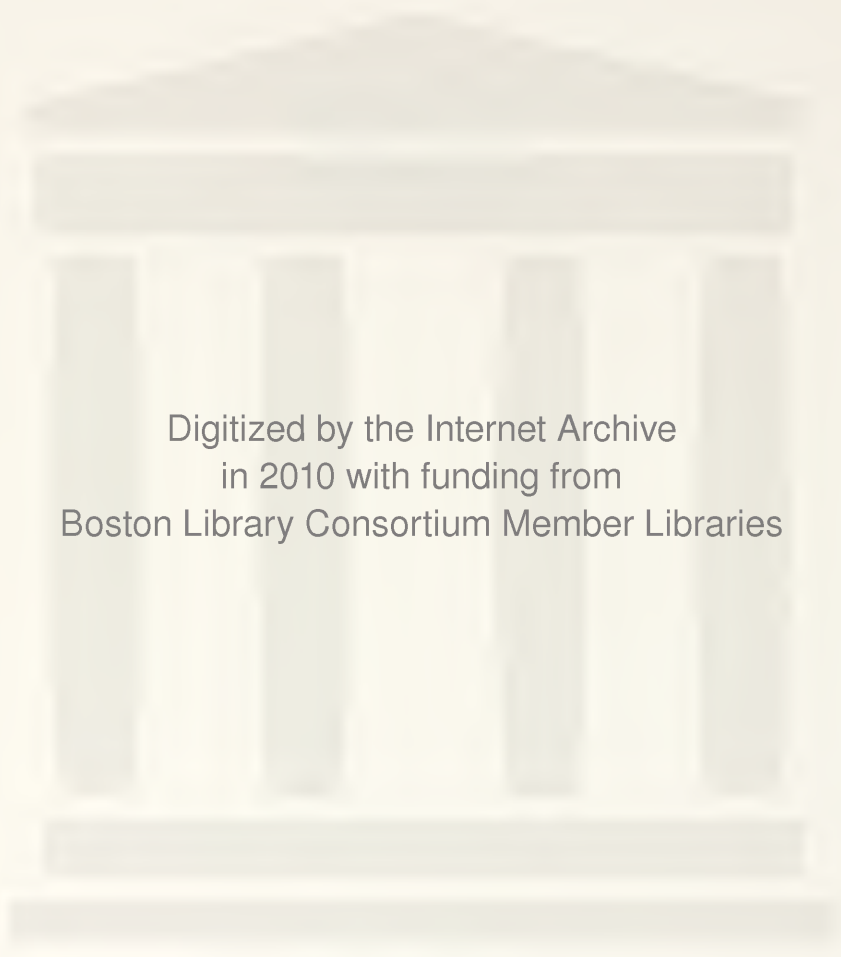
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**BRANDEIS UNIVERSITY**

**The Florence Heller  
Graduate School  
for Advanced Studies  
in Social Welfare**

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## THE MISSION OF THE HELLER SCHOOL

The mission of the Heller School is to develop new knowledge and insights in the field of social policy and to educate students as managers, teachers, researchers and policy analysts. The mission is based on a commitment to develop policies and management techniques to help assure a decent quality of life for all human beings, especially those who are aged, poor, disabled, or in other ways lack the capacity or resources to secure their own well-being. To accomplish the mission, the School emphasizes social policy analysis (a multidisciplinary search for solutions to complex social problems) and the management of human services.

Brandeis University established The Florence Heller Graduate School for Advanced Studies in Social Welfare in 1959 to provide professional education in the field of social welfare and social policy. From the beginning, a doctoral program has educated students for scholarship, teaching, research, social planning, administration and policy analysis. Since 1977, a master's program has prepared managers for the human services in public and private organizations.

The School develops, transmits and disseminates knowledge concerning social institutions and values and their impact on human development. It examines policies and processes aimed at reducing and overcoming obstacles to human well-being. Students and researchers apply insights from the natural and social sciences and social welfare issues to understand human problems and to improve domestic as well as international social conditions.

Research and education at the Heller School focuses on scholarly analysis and practical solutions emphasizing policies concerning aging, physical and mental health, income security, work, families and children, and social change. The School's commitment to the changing needs of disadvantaged individuals and social groups is reflected in research and study of minorities, women, children, the elderly, the unemployed, mentally and physically handicapped persons and individuals involved in the criminal justice system. These priorities change within the School depending on available resources and the broad social welfare context.

Approved by the Heller Faculty  
February 18, 1986

## A MESSAGE FROM THE DEAN

Unchanging, since its inception in 1959, is the Heller School's attempt to develop an educational and research environment that addresses the major social issues of its time and to educate a group of individuals who could be true leaders in seeking to better the personal and social conditions of all Americans.

Over the years, the School has added and redesigned courses to fit the changing social issues and research technologies, and reassessed and improved specialization areas -- always with the determination to maintain strong policy and management-oriented educational programs. At the heart of these programs is a core of dedicated full-time faculty supplemented by a group of outstanding adjunct faculty.

To further add breadth to the educational experience at Heller are the more than fifty researchers and the research centers dealing with: aging; health; mental health; mental retardation; human resources; families and children; youth, education and work initiatives; and social change. These centers are especially important to the education and research opportunities for students and keep us at the cutting edge of policy issues. As each of our more than 1000 alumni assumes an important role in the social welfare arena, the impact of this unique education grows.

For those of you contemplating a Heller education, it is important to ask, what has been the effect of the current Heller climate and where are our more recent alumni finding jobs? Often it takes several years for professionals to find the right niche, yet even a mosaic of recent jobs reinforces the belief that Heller alumni are important players in social welfare.

Many of the Ph.D. alumni of the last five years with their backgrounds in policy analysis, research, computer and evaluation skills have been sought out by the higher education community, by government agencies and by independent sector groups. These recent Heller alumni, often with the rank of associate professor, are at schools of social work and related university departments throughout the country and in Canada, Israel and even Zambia. Others are in research and administrative capacities at universities, including schools of nursing and other health care educational schools. A smaller group of alumni focus on research in university research centers, government and think tanks. Alumni continue to find jobs in traditional service organizations and with private foundations. Others have moved into the private sector, frequently in health and long-term care. So, while traditional agencies and institutions continue to hold open the door for our graduates, a Heller doctoral degree is not static and our alumni have a growing presence in all areas that deal with the well-being of society.

Recent alumni in the newer of our education programs -- the Master in Management of Human Services -- continue to gravitate towards management positions in state and local government and in social welfare agencies. While budget crunches have affected this area in the short run, those social problems will not go away and must receive the active attention of government at every level. Alumni continue to work in various agencies, particularly welfare, mental health and human services. They deal most often with budgets, cost containment, capital planning or directing special projects. Several foreign students have returned to government jobs in China, Egypt, Jordan, South Africa, Israel and Canada. Direct service providers

and advocacy groups employ our graduates and the growing interest and expansion in home care services has been a new and important source for jobs. Alumni coordinate and purchase services or manage personnel for home care delivered from hospitals, local agencies and large senior service providers. Day care is yet another source of jobs -- particularly child care. Educational institutions also provide employment in college administration and in residential type schools for special populations. The exploding interest in employee benefits finds alumni in insurance, high tech, hospitals and benefits consulting firms where, often based in human resource divisions, they focus on cost containment, benefits and contract compliance. Overall, the flow of management graduates into both profit and nonprofit jobs is apparent, particularly as the skill requirements grow to be much alike.

Today, the Heller School realizes that few major social problems can be solved without developing programs that link public and private sectors. Thus, the School strives to focus educational programs in a way to understand and build on the strengths of publicly financed and administered programs, and to study the appropriate linkages between public programs and privately financed human services. It is particularly rewarding therefore to know that through our ever-growing network, Heller School alumni continue to be successful in securing interesting and relevant jobs.



Stuart H. Altman  
Dean and Sol C. Chaikin Professor  
of National Health Policy

## ACADEMIC CALENDAR 1992-1993

Mon., Aug. 31	Ph.D. Orientation	Mon., Oct. 19	Shmini Atzeret, No Classes
Tues., Sept. 1, Wed., Sept. 2	Policy Analysis Seminar for Entering Ph.D. students	Thurs., Nov. 26, Fri., Nov. 27	Thanksgiving, No Classes, Staff Holiday
Thurs., Sept. 3	First Day of Instruction	Mon., Dec. 14	Last Day of Instruction
Fri., Sept. 4	Registration (1st day), Heller Rm. 220, 9:15 am - 1:00 pm & 2:00-4:30 pm	Fri., Dec. 18	All work for spring term 1992 incompletes due to instructors
	Faculty: Grades due for Summer Session II	Wed., Dec. 30	FACULTY: FALL 1992 GRADES DUE
Mon., Sept. 7	Labor Day, No Classes, Staff Holiday	Tues., Jan. 5	Economic Perspectives Qualifying Examination
Tues., Sept. 8	Registration (2nd day), Dreitzer Gallery, Spingold Theater, 9:15 am-1:00 pm	Wed., Jan. 6	Political Perspectives Qualifying Examination
Thurs., Sept. 17	Late Registration, Heller Rm. 220, 2:00-4:30 pm	Thurs., Jan. 7	Sociological Perspectives Qualifying Examination
Fri., Sept. 18	Last day to add a course or change audit to credit	Mon., Jan. 18	Martin Luther King Day, Staff Holiday
Mon., Sept. 28, Tues. Sept. 29	Rosh Hashanah, No classes	Tues., Jan. 19	First Day of Classes, Spring Term 1993
Fri., Oct. 2	Brandeis Tuesday - Tuesday Class Schedule in Effect. Last day to drop a course or change credit to audit	Date: TBA	Registration
Tues., Oct. 6	Brandeis Friday - Friday Class Schedule in Effect	Mon., Feb. 15	President's Day, Classes in Session, Staff Holiday
Wed., Oct. 7	Yom Kippur, No Classes	Mon. - Fri. Mar. 8-12	Midterm Recess, No University Exercises
Thurs., Oct. 8	Brandeis Monday - Monday Class Schedule in Effect	Tues.-Tues. Apr. 6-13	No University Exercises, Passover & Easter
Fri., Oct. 9	Brandeis Tuesday - Tuesday Class Schedule in Effect	Mon., Apr. 19	Patriot's Day, Classes in Session, Staff Holiday
Mon., Oct. 12	Columbus Day/Sukkot, No Classes, Staff Holiday	Tues., May 4	Last Day of Instruction
Tues., Oct. 13	Brandeis Monday-Monday Class Schedule in Effect	Sun., May 23	Commencement
		Tues., May 25	All spring term grades are due in the Registrar's Office



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Major Religious Holy Days Involving the Christian  
and Jewish Calendars During 1992-93

**Fall Term      1992**

Monday and Tuesday	Sept. 28 & 29	Rosh Hashanah
Wednesday	Oct. 7	Yom Kippur
Monday	Oct. 12	Sukkot
Monday	Oct. 19	Shmini Atzeret
Friday	Dec. 25	Christmas

**Spring Term      1993**

Friday	April 9	Good Friday
Saturday	April 10	Passover
Sunday	April 11	Easter
Friday	April 16	Orthodox Good Friday
Sunday	April 18	Orthodox Easter

Policy of Brandeis University pertaining to religious observances:

In constructing the academic calendar, religious holy days will not be the sole factor in determining days on which classes will be held or suspended. It is the policy of the University, however, that students be encouraged to observe their appropriate religious holy days, that instructors strive to facilitate this by allowing absence from classes for such purposes and by trying to insure that no examinations, written reports, oral reports or other mandatory class assignments are scheduled for or due on such holy days; and that instructors provide ample opportunities for such students to make up work missed on such occasions without penalty.

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## The Educational Programs

The Heller School offers a Ph.D. in Social Welfare Policy and a Master in Management of Human Services (M.M.H.S.).

The Ph.D. Program prepares students for advanced positions in teaching, administration, policy analysis and research.

The Master's Program educates graduates for middle- and upper-level management careers in public, private and nonprofit human services organizations.

The Heller School is organized around a number of substantive policy areas that enable students to study in a milieu of ongoing policy analysis and research. The major substantive areas of concentration, which are listed below, are supported by the projects of the various research centers and specialized training programs.

Aging

Children, Youth and Families

Health Policy

Human Resources

Mental Health

Mental Retardation and Development Disabilities

Social Change

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## THE Ph.D. PROGRAM IN SOCIAL POLICY

The areas of concentration focus primarily on national and state issues with international comparisons made as appropriate. The educational program includes a broad range of research activities that permit students to participate in policy activities with faculty and senior researchers. The centers, described in another section of the catalogue, also provide valuable resources and intellectual support for the dissertation work of Ph.D. students.

Given the changing environment of human services and the learning needs of managers and policy analysts, core requirements for the master's and doctoral degrees are subject to change. Applicants to both programs should request information on current degree requirements from the Heller School registrar.

The Ph.D. Program consists of course work in the basic social sciences, statistics and research methods, policy analysis and advanced work in substantive policy areas. The curriculum is structured to prepare candidates to make original contributions to the policy literature of social welfare through completion of policy research dissertations.

Students accepted into the Program are mature professionals, most have an advanced degree in an area of social welfare, health or one of the social sciences and significant experience as

program directors, managers, teachers and researchers. They are knowledgeable about programs, agencies and governmental welfare activities and ordinarily are informed in a specific policy area. They represent the various geographic regions of the United States as well as a selection of other countries. In addition, the Program selects a small number of applicants with a commitment to the social welfare field and a strong undergraduate academic background, but with limited professional experience.

Students invited to join the educational programs of the Heller School bring outstanding records of substantial professional achievement and promise for academic excellence. Emphasis in selection is placed on evidence of a commitment to the field of human services and the willingness to develop the conceptual, analytic and research skills central to the educational program. Students have opportunities to participate in the research activities of the School's various policy research centers. In addition, they frequently are sought to teach in local colleges and universities. They are invited to work with local research organizations and serve as consultants and advisors to the broad network of human service organizations in the Greater Boston Metropolitan area.

The national reputation of Heller alumni and the broad network of professional relationships of the faculty and research staff have been instrumental in enabling graduates of the School to secure positions as senior administrators, managers, faculty, researchers and analysts in human services and social welfare. A growing emphasis on placement activities and the availability of a network of alumni and friends in leading positions in social welfare support the potential opportunities for the professional enhancement of graduates. More than 1000 students have been graduated from Heller and many are national leaders in social welfare education, senior executives in local, state and federal welfare organizations, and researchers and writers who are leading producers of the conceptual and empirical literature for national and international social welfare policy discourse.

The Ph.D. Program is designed primarily for full-time study, with about 20 new full-time admissions each fall, three to five part-time students, however, are admitted annually. Some adjustment is made in the class schedule to accommodate part-time study, but the program presumes availability for course work during the day.

## Ph.D. PROGRAM REQUIREMENTS

Given the varied educational and professional backgrounds of matriculants, the program of study is flexible. While the specific requirements are few, the expectations are well-defined and substantial.

The requirements are:

- \* 14 graduate courses (18 for entrants without a master's degree) of which four may be taken at other approved institutions
- \* three research courses
- \* completion of qualifying exams in three areas: Economics, Political and Sociological Perspectives
- \* successful oral and written defense of a dissertation proposal
- \* completion and successful oral and written defense of a dissertation

## THE Ph.D. CURRICULUM

The curriculum consists of core courses in social sciences; courses in social welfare, and social policy analysis; courses in statistics and research methods; and course work related to substantive policy areas.

## CORE COURSES

Basic courses in economics, political science and sociology provide conceptual perspectives that are central to the social policy process. The goal of these courses is to enable students to understand and use the theoretical frameworks of each discipline as tools in policy formulation and evaluation. Though not required, the great majority of students take the courses during the first three semesters to prepare for the qualifying exams which are ordinarily taken at the end of the third semester. In addition, a core course in social welfare provides perspectives on the social context of policy issues.

## STATISTICS AND RESEARCH METHODS

Two courses combining statistics and research design using the computer for problem solving are completed by students unprepared to enroll directly in advanced statistics courses. Advanced research courses include regression analysis, econometrics, various courses in multivariate statistical procedures, evaluation research and research methods. All students are required to complete a minimum of three statistics or research methods courses.

## SOCIAL POLICY SPECIALIZATIONS

The substance of the curriculum is contained in courses representing the School's policy specializations discussed under the section on Social Policy Research Activities. Courses are offered in each policy area

providing an overview of the major theoretical models, research findings and an analysis of current federal, state and local policies that characterize the area. Students are also expected to participate in thinking through new approaches to resolving social problems in an area of social policy.

## QUALIFYING EXAMS

Qualifying exams ordinarily are taken at the end of a student's third semester of study. The exams evaluate students' capacity to use the conceptual content of economics, political science and sociology for policy analysis. Those who do not achieve a passing grade in the exams are given an opportunity to retake them at the end of the following semester.

## THE DISSERTATION

Concentrated dissertation work is usually underway by the fourth semester. Dissertations are expected to focus on the analysis of significant social policy issues and must make an original contribution to the field. Dissertations are written under the direction of a dissertation committee consisting of two members of the Heller faculty, a member outside of the School who is a qualified professional in the area of study and a fourth member who may be a Heller faculty or outside member. The committee must be chaired by a member of the Heller faculty.

## **THE MASTER'S PROGRAM IN MANAGEMENT OF HUMAN SERVICES**

The Master's Program prepares individuals for management positions in the complex and changing environment of public, private and not-for-profit human service organizations. The Program draws on the longstanding strengths of the Heller School for graduate studies in health and social welfare. The Master's Program represents a new dimension in educating managers to apply modern techniques of management and current policy studies to the changing human service environment. The curriculum focuses on financial and management skills, offers courses in specialized policy areas of human services, and enables students to participate in a hands-on experience in management decision making in a field setting. Computers are integrated into the course work emphasizing managerial computer skills.

Students who enter the program ordinarily have experience in some aspect of human services. They are selected on the basis of academic achievement and commitment to develop the skills of a professional manager in human services. Applicants also are accepted directly from undergraduate programs if they have outstanding academic records and evidence of a strong commitment to human services.

## **CALENDAR**

The Master's Program begins on June 1st of each year and ends in mid August of the following year.

## **MASTER'S PROGRAM REQUIREMENTS**

The Program begins in the first week of June and can be completed either in a 12- or 15-month period. Most students are admitted to the 15 -month, 15 -course program. The 12 month program is restricted to doctors, lawyers, and other experienced professionals. Planned as an intensive academic program to minimize time in school, the requirements include:

- \* completion of 12 courses or 15 courses (depending upon the program to which the student is admitted); (two courses may be taken at another university); and
- \* a management laboratory project based in a human service agency; the laboratory project is equivalent to the work of two regular courses.

While the Program is designed for full-time study, some part-time students are admitted. Part-time students are expected to take two courses each semester, allowing completion of the management lab by the end of the second summer. The part-time program must be completed in three years.

## **FINANCIAL AID**

The Heller School has a limited number of full scholarships and a number of part-time scholarships available.

## **THE MASTER'S CURRICULUM**

The curriculum has been designed to emphasize the practical and the policy aspects of human services management. Combining technical management skills and human service needs, the curriculum has several fundamental objectives: provide basic skills in financial accounting, management budgeting, information systems, program evaluation, personnel management and behavior and basic statistical and analytic techniques; develop a broad perspective on the administrative, bureaucratic and legal issues in the context of human services; and familiarize students with policy concerns and issues of social welfare. The curriculum emphasizes the use of computers in all relevant courses. Students leave the program prepared to work in Lotus 1-2-3, use computerized graphic displays and have the opportunity to use a statistical package (SPSSx) for analyzing large data sets.

## CORE REQUIREMENTS

Currently required are the following courses:

- \* Economics of Human Services
- \* Financial Accounting
- \* Managerial Accounting
- \* Strategic Management
- \* Statistics for Managers
- \* Organizational Behavior
- \* Operations Management
- \* at least one from the following: Overview of Human Services, Social Context of Social Policy, Historical and Contemporary Developments in Social Welfare, Comparative Political Economy
- \* at least two courses from the following: Personnel and Human Resource Management, Marketing for Non Profits, Management Information Systems, Finance
- \* three Policy courses (from the HSSW 300 and HSSW 500 course offerings)
- \* two elective courses
- \* the Management Laboratory Project

## MANAGEMENT LABORATORIES

The Management Laboratories represent an opportunity for students to apply their management skills in resolving a managerial problem in a human services context. The projects are developed in response to human service agencies requesting assistance with a management issue. A team of three or four students is assigned to each project. The team is assisted by a faculty advisor and representatives from the agency with the overall process under the guidance of the management laboratory coordinator. The effort takes place over a four-month period and culminates with a final written report and an oral presentation. The oral report is presented to faculty, agency representatives and fellow students. The report consists of a detailed analysis of the problem and recommendations for alternative courses of action to remedy the situation. The following list of recent projects illustrates the range of projects and agencies:

- \* Integrated Management Information Systems at La Alianza Hispana, Inc.
- \* Coopers and Lybrand Management Program
- \* Providing Community Based Health Care to Chronically Ill Children: A Feasibility Study
- \* Aids Action Committee: A Volunteer Survey as a Management Tool

- \* The Boston Children's Theater: Can Art Pay for Itself
- \* Massachusetts Health Data Consortium: Marketing a Survey of Employee Satisfaction
- \* Office for Children: Team Process Evaluation
- \* Ecumenical Social Action Council, Inc.: Coordination and Management in a Multi-Service Agency
- \* The Somerville Mental Health Clinic: Fee for Service Study
- \* The Boston Health Care Market for Hospital Alternative Delivery System Affiliations



## COMPUTER LABORATORY

The purpose of this lab is to provide the students with the basic computer skills necessary to manage today's human service organizations. While emphasis is on Lotus 1-2-3, students are also introduced to word processing and other basic uses of computers. The lab is given in support of the statistics course and the accounting courses.

## SPECIALIZATIONS

Students in the 15-month program may acquire, in addition to the M.M.H.S. degree, a certificate of specialization in an area of social welfare. Specializations require a concentration of five courses in the specific area of study.

*Subject to course availability,* the following specializations are available: Aging; Children, Youth and Families; Health; Human Resources; Mental Health; Mental Retardation and Developmental Disabilities; and Social Change. All specializations require Economics of Human Services for a total of 15 courses plus the Management Laboratory Project.

## HORNSTEIN-HELLER MASTER'S DEGREE

The University's Hornstein Program offers a Master of Arts degree in Jewish Communal Services and has joined the Heller School in providing a double degree. The purpose of the combined program is to apply the management skills of the Heller program with training for Jewish communal services. Graduates of the joint effort receive two degrees, one in Jewish communal services and the other in management of human services. The program requires 24 months of intensive study organized around eight core courses at Heller and 12 at Hornstein. A one-month seminar in Israel is also required. More detailed information on the joint program is available upon request.

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## **COURSES OF INSTRUCTION**

### **MANAGEMENT**

#### **HSSW 210A Overview of Human Services**

This course acquaints students with the history of social welfare services in the United States, the major philosophical orientations in human services, current organization of federal and state programs and key trends and problems in several substantive areas of human service delivery. The course is divided into three major sections. The first is devoted to an overview of the history of social welfare services in the United States, the organization of federal and state programs, and the role of the private sector, both corporate and nonprofit. The second part of the course focuses on current issues in health care, mental health/mental retardation, child and family services, the criminal justice system and services for the elderly. The final phase of the course is based on student presentations of human service issues from various theoretical orientations: conservative, moderate, liberal and radical.

Ms. Upshur (Summer)

#### **HSSW 248B Finance**

The course introduces principles of financial management for both nonprofit and for-profit organizations. Although the financial instruments available in the two sectors are different, some principles are transferable. The course examines parallels and contrasts between sectors in managing working capital as well as in long-term financial decisions. It also considers the financial basis for the increasing competition by for-profits in providing human services.

Mr. Friedman (Spring)

#### **HSSW 250A Financial Accounting in Nonprofit Organizations**

The object of the course is to introduce terminology, underlying concepts, preparation and interpretation of financial reports of not-for-profit organizations; to understand what balance sheets, income statements and funds flow statements are able to communicate to managers and other interested parties. The overriding purpose of the course is to become an intelligent user and interpreter of financial statement information.

Mr. Sherman (Summer)

#### **HSSW 251A Managerial Accounting**

This is an intermediate-level course in managerial accounting, with special emphasis on applications to managerial decision-making. The purpose is to teach some of the conceptual and technical skills needed to manage financial and strategic control problems facing human service managers. Topics such as budgeting, cost accounting, pricing, programming and evaluation, reporting will be included because of their importance in human service settings.

Mr. Chilingirian  
(Summer)

#### **HSSW 252B Strategic Management**

The course is designed to identify problems and strategies involved in the management of private, not-for-profit and public agencies. Various ethical, organizational and environmental factors that affect management; management techniques and administrative devices to assist in managing organizations; and the role of political pressures are examined. Much of the course work is based on case studies.

Mr. Bush (Spring)



### **HSSW 253B Organizational Behavior**

This course focuses on how people in organizations behave, thus it is the study of human action in organizations. Students are given an opportunity to both investigate and experience the relevance of the behavioral sciences to the study of human problems in organizations. Through managerial case studies and experiential exercises, the course explores how individual and group structures and processes, as well as the broader environmental context, make managers in the organization either effective or ineffective. Mr. Chilingirian (Spring)

### **HSSW 254A Personnel and Human Resource Management**

The course provides an overview of the problems and opportunities in managing people. Topics include selection of employees, motivation, performance appraisal, compensation, benefits, job classification, EEO, training and development and the relationship of human resource management to organizational mission. Most of the course is devoted to the discussion of cases. Mr. Bush (Summer)

### **HSSW 255A Management Information Systems**

The course is designed to help students deal intelligently with the choices involved in using computers. The main focus is on management tools and the use of computers to improve the

performance of organizations. Students will become familiar with basic MIS concepts, with the systems development process, and with a range of important applications and issues. The Summer Computer Laboratory or equivalent knowledge is a prerequisite for this course.

Mr. Lazarus (Fall)

### **HSSW 258A Operations Management**

This course is about operations management and operations managers. The main focus is on managing the supply of services in the not-for-profit and public sectors. Key areas addressed are the characteristics of different processes, internally with respect to the workforce and externally to the "market" served; basic concepts such as capacity and production; other operating trade-offs, for example, in cost, technology and people; the use of standards and performance measurement; the management of quality; and the role of the operating manager.

Mr. I. Morgan (Summer)

### **HSSW 280A Statistics for Human Services Managers**

The course reviews basic statistical procedures essential for managers including measurement of management-related phenomena, numeric and graphic data displays, critical ratios, variance analyses, basic regression and correlation and statistical testing. The course is a computer-based learning experience.

Mr. Kurtz (Summer)

### **HSSW 285A Marketing for Nonprofit Organizations**

What is marketing for non-profit organizations, and how is it different than marketing for profit-making firms? This course exposes the student to the theory and practice of marketing research, marketing strategy formulation, and marketing implementation for non-profits. Relying upon academic reading, classroom discussions will focus on case studies, and guest presentations of contemporary human services' marketing issues encountered by Boston area agencies. The course will confront students with actual marketing issues faced in a recessionary economy.

Students will learn how to do market assessments, craft organizational responses, and evaluate marketing strategy effectiveness. Successful marketing strategies for broader social issues (substance abuse prevention campaigns, school drop-out prevention efforts, and others), will receive attention. Two short papers, one longer marketing analysis and strategy exercise and a final exam comprise the course writing requirements.

Mr. Steve Morgan (Summer)

## **HSSW 299B Management Laboratory Project**

The management laboratory project, which is required for completion of the Master's Program, is designed for groups of three to four students, under faculty supervision, to function as a consulting team for a human services agency (public, private or nonprofit) in the Greater Boston area. The team evaluates a management problem presented by the host agency, in order to analyze relevant management issues and make recommendations for improvements. Findings and recommendations are presented to the agency and to the Heller community in a written report and an oral presentation. The management laboratory project gives students the opportunity to apply classroom concepts and skills to an actual management situation. The project normally entails 15-20 hours per week conducted over a two- to four-month period. Laboratory Coordinator, Susan Curman (Spring & Summer)

## **Social Policy and Social Welfare**

### **HSSW 300A The Social Context of Policy Issues**

This seminar studies the evolution and dynamics of human societies; their social, economic and political institutions, and the social policies, values and ideologies that reflect and sustain these institutions. The seminar develops a theoretical base for an analysis of the roots of social issues, and for social change practice toward human survival, development and liberation. It examines assumptions concerning human nature, human needs and universal aspects of the human condition. It identifies major variables of social orders and social change, and interprets the evolution of societies as results of efforts to satisfy real and perceived, biological, social and psychological needs and interests through cooperation and/or conflict among individuals and collectivities. These explorations yield a conceptual model and framework for the analysis of social policies and social orders, and for the development of alternative policies and orders. These conceptual tools are used for an analysis of the prevailing societal context of the United States. The seminar aims to assist students to think critically, to clarify their assumptions and values, and to develop their own positions on social policy issues, rather than to adopt uncritically the values, assumptions and positions of authorities and established institutions.

Mr. Gil (Fall)

## **HSSW 303A Historical and Contemporary Developments in Social Welfare**

The seminar is designed to increase the student's understanding of the development of social welfare over time. Students will be exposed to policy arguments and primary historical documents so that these arguments may be read within the context of the times. A framework for assessing perennial issues in social welfare will be presented and used to analyze existing social welfare issues.

Mr. Callahan (Fall)

### **HSSW 314B International Perspectives on Social Policy**

This course provides an overview of the development of social welfare institutions and policies outside the United States. It examines similarities and differences between developing and industrialized countries. It reviews major issues related to economic development and the role played by social welfare policy. Major attention will be given to the historical development of the "welfare state" and the planning/market dichotomy faced by countries. Special attention will be given to health, family, and aging policy. Prerequisites: (A) Either HSSW 350A, Economics of the Human Services; HSSW 352A, Economic Perspectives on Social Welfare Policy; or a basic course in economics at another institution; and (B) HSSW 351A, Comparative Political Economy.

Mr. Schulz (Spring 1993)

### **HSSW 316A Violence in Everyday Life: Sources and Dynamics**

This seminar explores the meaning, sources and dynamics of social-structural and inter-personal violence, and relations among these destructive phenomena. It traces social, psychological, economic, political and cultural dimensions of violence and counter-violence in everyday life, with special emphasis on links between the organization and quality of work in society and levels of violence. It also explores approaches toward reducing and eventually eliminating violence in human relations from local to global levels.

Mr. Gil (to be offered in 1994)

### **HSSW 319A Work, Individual and Social Development, and Social Welfare**

This seminar explores changes in the definitions, modes of organization and designs of work throughout the evolution of human societies and cultures, and consequences of these changes for individual and social development, for social welfare and for the institutionalization of social services. The seminar should facilitate insights into work as a universal, existential process, whose structure and dynamics were shaped and reshaped by individuals and societies throughout history as they interacted with one another and with natural environments in pursuit of survival, development and welfare, and as they gained knowledge of nature and enhanced their technological capacities and skills. Finally,

the seminar explores essential attributes of modes of work conducive to optimal human development and liberation.

Mr. Gil (Spring)

### **HSSW 321A Integrative Policy Analysis Seminar**

The purpose of this seminar is to help the student to undertake and communicate analysis of social welfare policies. A framework for policy analysis is offered and applied to substantive areas of social welfare. Communication techniques, including editorials, op-ed pieces and formal analytic papers are considered. Students prepare a policy analysis paper and make a formal presentation. Both analytic and communication skills are the object of this seminar.

Mr. Callahan/Mr. Altman  
(TBA)

### **HSSW 326A Race, Class and Culture: Relevance for Social Policy**

This course will define and analyze how race, class and culture function as variables in policy formation. Attention will be paid to the issues of immigration, family structure and poverty in relation to African Americans, Hispanics and Asians. The working poor and the central role of work in the history of American social welfare policy will be examined.

Ms. Williams (Fall)

## **Social Sciences**

### **HSSW 320A Sociological Perspectives on Social Policy**

This core course selectively reviews the insights that various sociological theories and methods can bring to social policy analysis. The course features theories in sociology that are particularly relevant to the practical goals of social welfare. In addition, the course considers four key elements of society and how they change: culture, institutions, collectivities and roles. Major alternative theories, research traditions and social policies associated with them are discussed.

Mr. Kurtz (Fall)

### **HSSW 324A Studies in Theories of Political Action**

This seminar explores political theories and strategies aimed at transforming social structures and dynamics that inhibit individual and social development into alternative social orders conducive to human survival and the unfolding of human potential. The working hypothesis, which guides the seminar, is that social institutions and values are shaped by human interactions and choices in pursuit of real and perceived needs and interests; hence, these institutions and values are variables, which people in any generation can adjust through collective efforts, to fit new insights and goals, rather than constants beyond the reach of human reason, critical consciousness and political action. The following related topics will be explored: a.) human needs; b.) structural obstacles to the fulfillment of human needs and to the unfolding of human potential; c.) attributes of social orders conducive to individual and social development; d.) political strategies aimed at transforming development-inhibiting into development-conducive social orders; e.) integration of political dimensions into occupational, social and personal spheres of everyday life.

Mr. Gil (to be offered in 1994)

### **HSSW 329B Political Perspectives on Social Policy**

The course is designed to provide perspectives on institutional and political factors that condition and shape social policies. The topics include the development and structure of American political institutions; the distribution and uses of power; contemporary workings of governmental structures; and theoretical perspectives on social policy. Ms. Stone (Spring)

### **HSSW 333B Feminism, Law and Social Policy**

This course provides a systematic introduction to the way claims of gender discrimination are and have been treated by the American legal system, and acquaints students with the structure of constitutional and statutory legal doctrine that governs this area. In addition, it introduces students to the ways law treats important social policy issues of concern to women; and it explores contemporary feminist thinking about the possibilities and limits of using law as an instrument of political reform.

Ms. Stone (Fall)

### **HSSW 350A Economics of the Human Services**

This course is concerned with matters of efficiency in the assignment of responsibility among sectors for the financing, design and delivery of human services. What are the limits of the private and public sectors? At which level of government (central, regional or local) should services be financed and delivered? Mr. Friedman (Fall)

### **HSSW 351A Comparative Political Economy**

This course develops an intradisciplinary framework for understanding evolving political and economic developments in the United States -- contrasting the U.S. system with other countries. The course explores the mechanisms and processes of social organization and control used by countries to allocate resources and power, emphasizing the roles of markets, central planning and formalized persuasion. The American experience in terms of economic efficiency, income distribution, democratic aspirations and general social welfare is contrasted with experiences in the Russia, China, Japan, and Eastern Europe.

Mr. Schulz (Fall)

### **HSSW 352A Economic Perspectives on Social Welfare Policy**

The purpose of the course is to show how various approaches, mainstream economics and Marxism can be useful in analyzing complex areas of social behavior and policy. The course introduces basic concepts from microeconomics like the market mechanism, efficiency and models of choice. It also presents alternative modes of analysis as well as comparisons of different economic systems. Applications to a selected set of social policy issues are an important part of the course.

Mr. Friedman (Fall)



### **HSSW 353B Labor Economics**

This course introduces analytic techniques from labor economics and applies them to problems in social welfare. The course first considers decisions by individuals and their families concerning work; how to divide time between work at home and work in the market for pay; how much to invest in human capital (education and training). It then looks at jobs and wages, considering both market forces and the internal job systems of employers. Finally, it examines imperfections in labor markets relating to unemployment and discrimination. Policy issues will include employment programs for disadvantaged workers and equal pay for equal work. Students should complete an introductory course in economics before taking this course.

Mr. Friedman (TBA)

### **Statistics and Research Methods**

#### **HSSW 400A Introduction to Statistics**

The course introduces students to basic statistical techniques, including two-way analysis of variance, regression and correlation, with a basic introduction to multiple regression. The course includes a computer lab and problem sets using SPSSx.

Mr. Kurtz (Fall)

### **HSSW 401B Research Methods**

The course reviews the basic issues in research design including an overview of survey research, experimental designs, field methods (observational studies) and ethnomethodology. Topics in theory construction and measurement provide a basis for methodological considerations.

Mr. Kurtz (Spring)

### **HSSW 403B Qualitative Research**

The purpose of this course is to acquaint students with qualitative research by engaging in a series of exercises to get experience in pure observation, participant observation, keeping field notes, and conducting interviews. Class discussion will focus on philosophical, historical, and theoretical foundations of qualitative methods. Qualitative research presents many challenges. Among them are: gaining access, maintaining relationships, note-taking, transcribing, the researcher's identity, political and ethical issues. Students are expected to discuss their field experiences and to generate theory from collected data.

Ms. Williams (Spring)

### **HSSW 404B Applied Regression Analysis**

This is an applied course in multiple regression analysis. Emphasis is placed on the assumptions underlying the regression model, how to test for violations, and corrections that can be made when violations are found. In addition, the course introduces students to logit analysis and simultaneous equations methods. Concepts are reinforced using problem sets and a computer lab. Students also design and carry out a research project.

Mr. Crown (Spring)

### **HSSW 405A Applied Econometrics**

This is an applications-oriented course covering logit, probit, multinomial logit, tobit, and sample selection models. Problems sets reinforce concepts and instruct students in the use of the TSP statistical package. Students also design and carry out a research project.

Mr. Crown (Fall)

### **HSSW 406A Factor Analysis and Multivariate Designs**

Students are introduced to multivariate methods. Assignments include the completion and report of a multivariate analysis using computer techniques. Normally the project is allied with the student's potential dissertation topic.

Mr. Jones (Fall)

### **HSSW 407B Survey Research Methods**

The course focuses on processes and techniques of survey research methods. Special attention is devoted to different modes of questionnaire design, development and administration. Implementation issues consider interviewing strategies and other data collection procedures, field supervision, code book development and documentation and data management. Data analysis issues include scale and index construction, reliability and validity assessments and general analysis strategies.

Ms. Krauss (Spring)

### **HSSW 408A Evaluation Research**

The course is concerned with the design, implementation and management of program evaluations. Strategies most effective for the conduct of program assessment in action settings (public and private sectors) are discussed. In addition, the special features of conducting evaluation research as they relate to methodological, practical, political and ethical problems are topics for study. The course covers the major purposes of evaluation, types of evaluation, appropriate methodology, data collection and analysis issues, the conduct of research in the field and special themes, such as utilization and dissemination of results, and the use of personal computers.

Mr. Hahn (Fall)

### **HSSW 409B Causal Modeling**

Models based on theoretical knowledge of the causal links between variables representing a social or economic system may be tested against empirical data using various computer algorithms such as LISREL (linear structural relation) modeling. Students execute a modeling exercise as a requirement. A knowledge of computer procedures and HSSW 406A is assumed.

Mr. Jones (Spring)

### **HSSW 410B Applied Research Seminar**

The course is designed to provide students with a series of formal exercises simulating the major steps in the dissertation process. Students will gain competency in: manipulating data from a large, complex data set; summarizing the methodology of and findings from previous studies; and synthesizing and communicating the results of data analysis -- placing study objectives and results in the context of prior research in the area chosen. Prerequisite: Multiple Regression must be taken concurrently or prior to course.

Ms. Mutschler (Spring)

### **HSSW 443A Social Forecasting Methodology**

The course introduces students to methods of analysis for time series data. Topics include univariate and multivariate ARMA models and spectral analysis. Course HSSW 404B and a knowledge of computer procedures are assumed. The students will complete a project using time series data.

Mr. Jones (Fall)

### **HSSW 460A Laboratory in Interactive Computer Analysis**

This course introduces the student to advanced data processing techniques and computer programming. Students will learn to write their own programs in FORTRAN or BASIC.

Mr. Jones (Fall)

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## **COURSES IN SPECIALIZED AREAS**

### **Aging**

#### **HSSW 523A Economics of Aging**

This course provides students with experience in applying social policy analysis to issues related to the economic status of the elderly. The course discusses the economic impact of demographic aging, measures of economic status, work and retirement policies, social security, employer-sponsored pensions, means tested programs for the elderly and potential "intergenerational conflict."

Mr. Schulz (Spring)

#### **HSSW 524A Long-Term Care for Older Persons: A Policy Perspective**

One of the most important health policy issues facing the nation this decade is how to finance and deliver long-term care to chronically ill and disabled older persons. The course will acquaint students with current information on the size and characteristics of the population at risk, the nature of service delivery systems and methods of financing and managing existing services. The performance of the current system will be evaluated against several policy objectives and major unresolved issues will be identified. Finally, a series of public and private options will be discussed that will offer students practice in policy analysis. The underlying issues of values and ethics will be raised throughout the course. Mr. Capitman (Fall)

#### **HSSW 525A Social Gerontology**

The seminar is designed to provide students with both a base of knowledge about the policy arena and the politics of aging, and an opportunity to explore selected policy issues in some depth. The aim of this course is to focus on material that will allow students to conceive and conduct analyses of policy in areas that are critical to what has come to be called "successful aging".

The course aims to focus attention on a few areas that provide fertile ground for policy development and/or analysis. Topics related to housing and service delivery, post retirement work and leisure activities, and intergenerational issues will be featured, but students will be asked to select issues of interest and to explore them in depth. The course has three components: (1) lectures covering background information; (2) discussions critically evaluating readings; and (3) student presentations. Projects and papers will provide students with opportunities to examine issues surrounding the design and implementation of particular policies, develop curriculum for particular topics, or undertake critiques of policies already in place.

Ms. Mutschler (Spring)

### **Health Policy**

#### **HSSW 512B American Health Policy and Law**

Examines American health care from legal, ethical, economic and social policy--perspectives. Explores how law influences health care decisions and outcome. Topics include demography and infrastructure of health care; access, cost and quality.

Mr. Stookey (Fall)

#### **HSSW 513A Issues in National Health Policy**

An overview of the U.S. health delivery and financing system is followed by an analysis of the major issues and trends in the health field. The course examines the role of private and public financing programs with particular attention to developing a rationale for understanding the relationship between the federal government, state governments and private health-care providers; the reasons behind rising health care costs, efforts at cost containment with special emphasis on an analysis of the controls used in the Medicare and Medicaid programs; national health insurance; governmental efforts at planning and regulation with particular attention on comparing the efficiency and effectiveness of introducing more competition in the health field versus strengthening a regulatory system.

Mr. Altman/Mr. Wallack (Fall)

### **HSSW 517A Problems and Issues in the Sociology of Health and Illness**

The aim of this course is to offer a socio-cultural, historical-political perspective on the study of problems of health and illness. This is accomplished by examining some of the basic assumptions underlying the way we conceive of and study issues in health care.

Mr. Zola (Fall)

### **HSSW 518A Management of Health Care Institutions**

The course will introduce students to the theoretical basis and practical problems of managing health care institutions. Case material will be drawn from hospitals, HMOs, group practices, public health agencies and for-profit companies. By the end of the course students should have a better understanding of the range of problems faced by managers and the tools available to help solve them.

Mr. Chilingirian/Mr. Rosenbloom (Spring)

### **HSSW 519A Health Economics**

Economic models of demand, production and markets for goods and services can be used to analyze the key resource allocation questions in health care. The course will apply economic models to questions of demand concerning the utilization and distribution of health care and to questions of supply, encompassing issues of cost, efficiency and accessibility of care. The incentives and behavior of consumers and producers of health care will be considered using these models. An introduction to micro-economics is a prerequisite.

Ms. Bishop (Spring 1994)

### **HSSW 520A Payment and Financing of Health Care**

The advanced seminar will examine current payment practices to health care providers, the problems with current methods and possible modifications. Because reimbursement principles vary widely by provider type, the course will focus only upon hospital care, physician services and prepaid plans. Given the increasing importance of the financing and reimbursement capital, these issues also will be covered in some depth.

Mr. Wallack (Fall)

### **HSSW 521A Health Care Politics and Organization**

This seminar examines some of the major structural and cultural features of American health policy. We will focus on four elements of health care that make it politically distinctive: labor organized around a concept of professionalism; a "product" consisting of human caring for sick people, yet driven by technological devices; financing through insurance rather than direct capitalization; and distribution through complex organizations.

Ms. Stone (Fall 1993)

### **Human Resources**

### **HSSW 536A Social Protection Systems**

The course considers the basis for social protection systems. What are the risks, on the income and expenditure sides of household budgets, that require protective measures? What are the possible protective actions that can be taken by households, private groups such as employees and employers and governments? How does the mix of protective measures vary across countries, by economic system, and over time? How can particular programs be designed and managed so as to protect against risk and avoid undermining incentives to work, maintain households and spend prudently?

Mr. Hausman (Fall)



## Children, Youth and Families

### HSSW 543A Social Policy and the Law: Children and the Law

The seminar will direct attention to a substantive area of great importance to social policy: the family and the protection of children. The evolving legal concept of "family," the legal relations among family members and the powers and obligations of society especially as relates to the care of children, will be explored as the context within which policy objectives may be pursued.

Mr. Touster (Spring)

### HSSW 544A Children and Youth "At-Risk"

The course is aimed at providing managers and public policy analysts with an introduction to major themes in children and adolescent policy. A special focus of the course is on policies and programs that promote the self-sufficiency of disadvantaged young Americans through job training, education, income support and other anti-poverty strategies. The course covers historical themes as well as the current status of children and youth in the economy and society. Next, we examine policy responses and finally, we consider implementation lessons that have been learned.

Mr. Hahn (Spring)

### HSSW 546A Child Health Policy

Infants, children and adolescents -- as well as women with fertility-related needs -- pose unique requirements for the health care system. The health status and health needs of these special populations are examined in the context of historical trends. Issues related to the organization, financing and delivery of health care services for these special populations are explored. The major foci are the development and the implementation of policies and the present operation of programs at the federal, state and local levels. Special issues in child health, such as substance abuse, mental health and school health are also presented.

Ms. Horgan (Fall)

### HSSW 548A New Approaches to Child Welfare

This course examines selected policies and programs considered essential to the well-being of children and families. Early intervention, child protection and foster care are among the service areas covered. The Family Support Act and child support will be analyzed as strategies to strengthen families, address poverty and increase parental responsibility. Throughout, attention will be paid to the impact of race and family structure on children.

Ms. Williams (Fall)

### HSSW 549A Family Policy

This course shows how family policy developed out of changes in family structure and women's roles. Governments in both Europe and the United States became concerned when families seemed unable to carry out such central functions as support of the elderly and reproduction of the next generation. In America the key question has been how much should be done by government or employers compared with the family itself. We examine the new thinking on family policy, particularly as it concerns caregiving and work. Throughout we ask how public policy can enable and empower families rather than make them the passive recipients of bureaucratic service.

Ms. Kahne (Fall)

## **Mental Retardation and Developmental Disabilities**

### **HSSW 551A Process and Models of Policy Formulation and Implementation**

The seminar is designed to introduce students to various techniques utilized in policy development and analysis, to focus on problems and the process of implementation of policy and to examine the development of policy in several selected areas. Case studies are drawn from the field of disabilities as well as child and family policy, education and health care. Issues addressed include the role of social scientists in influencing policy and analysis of specific influences and historical trends that have shaped particular policies. Students are required to conduct a policy analysis on a topic area of their choice and make recommendations utilizing a specific analytical methodology.

Ms. Upshur (Fall)

### **HSSW 552A Research and Policy Issues in Mental Retardation and Other Disabilities**

This seminar focuses on the major policy changes during the past two decades involving both educational services and treatment programs for children and adults with disabilities. In addition to investigating these changes based on reviews of court decisions, legislation and historical accounts, selected topics will be analyzed in detail utilizing research reports. Students will become familiar with the current research literature on these topics and will be able to critically evaluate research findings and methods in the field.

Ms. Upshur (Fall)

### **HSSW 557A Applied Research in Mental Retardation**

The course is offered to advanced graduate students in the mental retardation program. Students are required to formulate a research project by developing specific hypotheses, specifying the statistical analyses needed to test the hypotheses and conducting the analyses. The course uses a data set provided by the Massachusetts Department of Mental Health, which includes over 150 variables on 10,000 mentally retarded persons receiving state services. The goal of the course is to provide a supervised, intensive experience in the techniques, issues and problems of quantitative data analysis.

Ms. Krauss (Spring)

## **Mental Health**

### **HSSW 570A Mental Health Policy and Management**

The goal of this course is to enable students to analyze major policy initiatives and trends, to apply their understanding to the systemic problems and management dilemmas facing the field, and to strengthen their ability to raise cogent questions for research in mental health. In addition to exploring the impact of federal, state and local policies on mental health program planning, development and administration, the course deals with such critical problem areas as deinstitutionalization, inequity in resource allocation, stigma and other matters as they affect the quality and distribution of services.

Mr. Callahan (Spring 1994)

### **HSSW 572A Economics of Mental Health**

The course applies economic analysis to policy problems in mental health. Areas addressed include: cost-benefit and cost-effectiveness analysis of mental health services, regulation of professionals' clinical practice, financing acute and chronic care. Students should be familiar with basic concepts of microeconomics and statistics.

Mr. McGuire (Spring)

## THE CENTERS

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## SOCIAL POLICY CENTERS AND INSTITUTES: RESEARCH ACTIVITIES

The research centers and institutes at the Heller School reflect the breadth and the quality both of the educational resources and research opportunities within the Heller School. They provide training in policy, research and management in a variety of concentrations within the scope of social welfare. These activities have received financial support and professional recognition from distinguished bodies in both the public and private sectors. Many educational offerings are linked to each center.

The descriptions in this section attempt to convey a sense of the centers and institutes; a more complete review appears in another Heller School publication, *The Sampler of Research and Training Programs*.

### INSTITUTE FOR HEALTH POLICY

The Institute for Health Policy at Brandeis University's Heller School, formerly the Health Policy Center, was established in 1978 and has achieved national recognition as a leading health care policy and research institution. The mission of the Institute is to conduct research, policy analysis, and technical assistance on issues of organization, regulation and financing of the health care system. To achieve its mission, the Institute works with other academic and health service research organizations, as well as with service delivery systems that serve as laboratories for demonstrating and testing new financing and delivery strategies. Along with its collaborative approach in addressing health care system problems, the Institute has demonstrated its ability to organize and involve diverse institutions and staff in research activities. For the past thirteen years the Institute has served as one of the national cooperative research centers working with the Health Care Financing Administration in the development and analysis of new approaches to national health policies. Support for research undertaken at the Institute is provided by federal grants and contracts, corporations and private foundations. The Institute has also received broad-based support to conduct several other research, policy and dem-

onstration activities that are of national significance. These have been carried out under the auspices of individual grants from private philanthropies and foundations that have demonstrated a commitment to national health policy issues.

### Health Education and Training Programs

In addition to its role as a federal health policy center and research institution, the Institute has contributed to the development of a graduate level training program in health policy. In 1982, the Institute was selected by the Pew Charitable Trusts to engage in a national competition with universities and health policy research centers to develop an advanced training program in health policy. The joint proposal of Brandeis University and Boston University was awarded one of five grants enabling the two universities to offer several innovative educational programs in health policy. In 1991, The Pew Charitable Trusts selected the Institute to continue its health policy doctoral fellows program. This innovative training program is an intensive two-year accelerated program leading to a Ph.D. The new Brandeis Pew Doctoral Program will shift its focus from acute medical care services to encompass a broader array of issues, including the relationship of health to individual behaviors and income.

## THE CENTER FOR HUMAN RESOURCES (CHR)

### Research and Demonstration

One initiative that demonstrates the Institute's interest in combining its research and policy work with development and demonstration activity is the Social/Health Maintenance Organization (S/HMO). The S/HMO is a managed system of health and long-term care services serving an elderly client population. By encompassing long-term care and employing risk-pooling, S/HMOs have the potential to prevent the elderly from incurring catastrophic long-term care expenditures. The S/HMO is financed through monthly premiums paid by Medicare and by individual enrollees. Operations began in the spring of 1985 and more than 11,000 Medicare beneficiaries are now enrolled in the four test sites. In late 1987, Congress extended the demonstration's waivers through September of 1992. All sites are now at full risk and at or near break-even financial status. The S/HMO recently received Congressional approval to continue operation through 1995.

Since its inception in the late 1970s, the Center for Human Resources has been involved in knowledge development for the employment and training field with a focus on disadvantaged youth.

The center combines scholarly research with the practical experience of long-time program managers and policy makers to synthesize research and important lessons from the fields of education, youth employment, welfare reform and human services management. Current work includes national demonstration projects, research and evaluation, policy development, technical assistance and training.

The Center's work is supported by a mix of federal government, state and local government, and private foundation grants and contracts. Recent targets of study and technical assistance include: a focus on teen parents and self-sufficiency; youth employment competency system development for in-school and out-of-school youth; assessment and case management; interagency collaboration, community compacts between educators, business leaders and employment training providers; executive (non-degree) education programs through CHR academies and week-long institutes.

The Center has recently concluded eighteen months of research for the United States Department of Labor. A major aspect of the project was to review existing research in the employment and training and related fields; to identify key issues, themes and trends emerging from that review and from experience; to make policy recommendations to DOL regarding youth. CHR examined many areas effecting youth including: federally funded strategies for youth; supportive services; school-to-work (and-to-school) transition, and youth demographics, trends, expected patterns in relation to the labor market.

From this research, CHR identified several themes which will help guide CHR's research and professional development work in future years. These themes include:

- \* An emphasis on youth development rather than a focus on moving participants quickly through programs to job placement. The common wisdom of most social policy professionals is that early, preventive and developmentally-oriented programming is vital if we are to intervene effectively in the lives of at-risk youth.

- \* The importance of the work and learning connection as a key part of successful youth development.

- \* Extending services over time.



Experience, common sense and research point to the fact that the more at risk the population, the more extensive services must be to achieve substantial employment and income impacts. It is critical to explore a variety of efforts concerning how programs can provide services successfully on an extended basis for disadvantaged young people; hence, CHR's growing interest and work in the area of collaboration, community partnerships and innovative service delivery systems.

### THE CENTER FOR SOCIAL CHANGE PRACTICE AND THEORY

Established in 1984, the 25th anniversary of the Heller School, the work of the Center for Social Change Practice and Theory is based on the recognition that human ills are rooted in societal structures and dynamics and in values that often justify and maintain the prevailing social order. Accordingly, the Center's work is oriented toward transforming social, economic and political institutions that result in injustice, exploitation, discrimination, conflict in human relations and ecological destruction, to alternative institutions conducive to human development. Such alternative institutions would be shaped by values of social equality, individual liberty and responsibility, comprehensive democracy in every domain of life and harmony in human relations locally and globally and in relation to nature.

The Center's research program focuses on alternative social and economic policies, alternative modes of practice in human services and alternative social action strategies. Priority areas for studies by the Center are:

- a. redefinition, reorganization, and redesign of work; and
- b. compliance in the U.S. with United Nations Human Rights standards. The Center maintains a publication program and organizes occasional conferences.

### THE CENTER FOR CORPORATE AND EDUCATION INITIATIVES

The Center for Corporate and Education Initiatives works with business and industry, higher education, and government to create opportunities for under-achieving and low-income youth to attain the skills and credentials they need to reach their educational and career goals. Three national initiatives are now underway that involve community partnership efforts for school improvement and youth achievement.

Career Beginnings began in 1986 and has served over 14,000 "tenacious" high school students in over 25 urban and rural communities. This project targets at-risk and vulnerable students in their junior year and serves them for two years with a set of activities which include: academic enrichment, one-to-one mentoring from the business and professional community, personal career/educational counseling, summer employment, and life-skills seminars. Over the past four

years over 95 percent of the students have graduated from high school and have enrolled in higher education, entered the work force, or have begun a skills training program. CB is sponsored nationally by foundations and corporations, including: The John D. and Catherine T. MacArthur Foundation; The Commonwealth Fund, Gannett Foundation, Inc., Melville Corporation, Pillsbury Company, The Harris Foundation, RJR Nabisco, Aetna, Thom McAn, and Sun Microsystems, among others. Career Beginnings is presently expanding to new cities and is seeking additional sponsors.

Higher Ground is a multi-site national pilot-project aimed at increasing college completion and career opportunities for low-income and minority college students. Growing out of the Career Beginnings experience, Higher Ground provides Career Beginnings graduates and other low-income students with up to four years of academic assistance, career planning, social support, summer and school-year internships, and mentors from the academic, business, and professional community while they attend two- and four-year colleges and universities. Now operating at six colleges and universities the program is presently sponsored nationally by the Pew Charitable Trusts and the Ford Foundation. New sponsors for an expansion in 1993 are now being sought.

In 1992, CCEI will develop a middle school initiative. With a grant from the Dewitt-Wallace Reader's Digest Fund,

## POLICY CENTER ON AGING

CCEI will launch a new school improvement strategy for middle schools. Scheduled to begin in three school districts in the Fall of 1992, this three-year pilot project is designed to assist middle grade youngsters improve their classroom performance, and to help them and their families become more aware of educational and career options beyond high school. By creating new structures for classroom learning and family-school communication, this "future options" approach will help middle school students make the transition from the middle grades to high school with confidence, academic competence, and with tangible ideas and plans about their future.

### NATHAN AND TOBY STARR CENTER FOR MENTAL RETARDATION

Created in 1985, the Nathan and Toby Starr Center for Mental Retardation supports educational and research programs within the field of mental retardation social policy development. The Center sponsors a seminar series, visiting scholars activities, conferences and workshops, student and faculty research, and offers access to the Dybwad Library, an outstanding collection of materials on domestic and international issues in mental retardation. The educational and research program has a formal affiliation with the Eunice Kennedy Shriver Center.

Important to the Heller School and the Center are the special National Research Service Award Traineeships. Since 1967, this training grant supports qualified doctoral students in their educational and research activities, provides tuition and stipends and funds domestic travel to conferences.

With support from government and foundations the Center is conducting long-term research. The Aging Families of Children with Mental Retardation: The Impact of Lifelong Caregiving project is the largest longitudinal study ever conducted of older families caring for a child with retardation. The project is collecting standardized information from 450 families in Massachusetts and Wisconsin, including parents and siblings of adults with mental retardation. Study results are expected to provide important information for the development of services and policies to support late life family caregiving.

The Early Intervention Collaborative Study is a longitudinal investigation of the development of three groups of children with disabilities and their families from their entry into early intervention (EI) programs through the child's fifth birthday. The goal of the study is to identify predictors of child competence and family adaptation during the early childhood period and to understand the contribution of more specific services to that development.

Brandeis University is internationally recognized for its unique program in aging consisting of public service, research, and career training. For two decades the Aging Program at Brandeis has been instrumental in developing and implementing social policies that enhance the personal dignity, independence and security of older persons. The Policy Center on Aging has long been ranked among the nation's top university programs on aging. It is widely viewed as the leading center focusing on the study of both public and private policy issues associated with aging. With support from foundations and government, current areas of research activity are:

- \* Demonstration of supportive services programs
- \* The economic implications of demographic shifts and an aging population
- \* The special problems when people are "very old" - economic and health problems, housing needs, widowhood and the rising cost of chronic illness
- \* New roles and employment possibilities for older workers
- \* Mental health and aging
- \* The future of Social Security, private pensions and government employee pension programs

## **FAMILY AND CHILDREN'S POLICY CENTER**

The Family and Children's Policy Center is concerned with changes in the American family and the impact on vulnerable groups such as women and children. The family program provides an overarching framework for relating research and courses to effective policies for social intervention. Current research includes the Child Care Initiative Evaluation, changes in women's career paths in the United States and internationally, child rearing issues for black teenage mothers, evaluation of the Robert Wood Johnson Mental Health Services for Youth Project, work-family policies, intergenerational family issues, development of measures of family well-being, and impacts of disabilities on families. The Center has joint projects with the Dimock Community Health Center in Roxbury and the Waltham Partnership for Youth. The Center conducts seminars and conferences on family policy issues. The Center is a founder of the Boston Family Policy Network, a group of eight Boston-area centers interested in family issues.

## **SPECIAL PROGRAMS**

### **Mental Health Senior Research Training Program**

This NIMH supported doctoral training program addresses the need for trained personnel in the area of services research in the field of mental health. Understanding and solving mental health service problems, including reimbursement issues, prospective payment, cost control, mandated insurance, funding services for chronic mental illness and similar concerns benefit from economic and quantitative research. Economic analysis is integrated with methods of survey and evaluation research and theoretical frameworks of sociology, political science and social welfare to provide a multi-disciplinary approach to issues of mental health services delivery.

Graduates of the program are expected to serve as researchers and teachers of research in University programs preparing both researchers and practitioners for the field of mental health.

## **THE PETER E. HELLER PROGRAM ON INNOVATIONS IN SOCIAL POLICY**

The Peter E. Heller Program was established in 1984 to fund project research and visiting scholars, to provide support for forums and exchanges, and to assist the educational programs of the Heller School.

The Program has sponsored comparative research and forums on a variety of topics including: the development of American family policy; the changing social protection system; and, recently, a forum focusing on images of poor people and how social policy is influenced by the communications industry. The program is presently developing an orientation in the Heller School on "media and social policy". Research, forums, student support, executive education, and curricula innovations are all planned.



## FACULTY AND RESEARCH STAFF

**Stuart H. Altman**, dean of the Heller School, is an economist whose research interests are primarily in the area of federal health policy. He is currently serving a third term as chairman of the congressionally legislated Prospective Payment Assessment Commission. He is the former president of the Foundation for Health Services Research and is a member of the Institute of Medicine of the National Academy of Sciences. He serves on the editorial boards of *Compensation and Benefits Management* and *Health Policy*. Between 1971 and 1976, Dean Altman was the deputy assistant secretary for planning and evaluation/health at HEW. While serving in that position, he was one of the principal contributors to the development and advancement of the administration's National Health Insurance proposal. From 1973 to 1974, he was also deputy administrator at the Cost of Living Council, where he was responsible for development of the Council's program on health care cost containment. Recent publications include: *The Growing Physician Surplus: Will it Bankrupt or Benefit the U.S. Health System and Halfway Competitive Markets and Ineffective Regulation: The American Health Care System*.

**Christine E. Bishop** is an economist specializing in the economics of the health care sector at the Institute for Health Policy. Her current research focuses on demand-and-supply issues in long-term and post-acute care for older people and includes studies of nursing home cost and reimbursement, home health delivery, living arrangements of older people, prescription drug use and the demand for institutional care. She has also studied health labor force issues, especially concerning nursing, and hospital costs. Her research requires econometric analysis of large data bases, including Medicare and Medicaid claims and national surveys.

**Gerald W. Bush**, a political scientist, is the director of the Master's in Management of Human Services Program. He is former chairman of the board of the National Head Injury Foundation, editor-in-chief of *Compensation and Benefits Management*, editor of *Communicating Employee Benefits* and coauthor of *Prefunding of Post-Employment Health Insurance*. He is a former senior vice president of the Gulf Oil Corporation responsible for the company's worldwide programs in human resources, environmental compliance, health, safety and medicine. He held appointments on the White House staff, Peace Corps and Department of Labor during the Kennedy and Johnson administrations. He was a senior staff member at Arthur

D. Little, Inc., and was responsible for economic development and manpower for the city of Boston.

**James J. Callahan, Jr.** is currently the director of the Ph.D. Program, the director of the Policy Center on Aging and the director of an NIMH-funded Mental Health Training Program. He is a senior program consultant to the Robert Wood Johnson Foundation. He has extensive background in public administration, research and education. His public sector experiences include service in Massachusetts as commissioner of mental health, secretary of elder affairs, and assistant commissioner for medical assistance (Medicaid).

**John Capitman** is director of the long-term care studies at the Institute for Health Policy and a co-director of National Eldercare Institutes on long-term care and older women. These programs are developing new coalitions to meet the needs of aged persons at risk. His recent publications have focused on health and social services for the chronically ill aged, the quality and outcomes of long-term care in different settings and the relationships between the organization and financing of care. He is also involved in exploring integrated acute and long-term care delivery systems, adult day care and respite services for dementia patients and their families, and multicultural approaches to the diversity of aging services providers and consumers.

**Jon Arsen Chilingirian** is a management scientist with major research interests in managerial behavior, productivity analysis, and organization theory. Professor Chilingirian's current work has focused on measuring and managing physician efficiency and effectiveness. Some recent publications include: *For Profit Versus Non-Profit Hospitals: The Strategy of Executive Influence; The Effect of the Profit Motive on the Management of Operations; Managing Physician Efficiency and Effectiveness in Providing Hospital Services; Investigating Non-Medical Factors Associated with the Technical Efficiency of Physicians in the Provision of Hospital Services;* and *Baker Medical Center (A),(B), and (C)*. In addition to serving as Trustee on several non-profit boards, his experience includes serving as Director of Accounting and Assistant Health Commissioner at Boston City Hospital.

**William H. Crown** is an economist and regional planner who specializes in macroeconomic issues of demographic change. His research interests include the "burden" of an aging society, labor markets for health care workers, state economic impacts of elderly migration, and older worker employment policy. His publications include "State Economic Implications of Elderly Migration," "Economic Trends, Politics, and Employment Policy for Older Workers," and "Economic Rationality, the Market for Private Long-Term Care Insurance, and the Role for Public Policy" (with John Capitan and Walter Leutz). He is the co-author (with James

H. Schulz and Alan Borowski) of *Economics of population Aging: The "Graying" of Australia, Japan, and the United States*. Two new books are in process: *Multiple Regression and Discrete Choice Models for Policy Analysts and Handbook on Employment and the Elderly*.

**Susan P. Curnan** is director of the Center for Human Resources. She serves as a consultant to private foundations and corporations as well as to governors' and mayors' offices around the country with special interest in youth development. She recently initiated the development of a national training center for youth practitioners at the Smokey House Project in Vermont. Before coming to Brandeis in 1983, she spent several years as director of a nonprofit corporation and manager of a private landholding company. She has authored or co-authored many publications relating to youth and work including: *Working It Out: An Anthology of State and Local Performance Management Options Designed to Increase Services to Youth At Risk of Chronic Unemployment and Using Basic Skills Testing to Improve the Effectiveness of Remediation in Employment Training Programs for Youth*.

**Barry L. Friedman**, an economist, has worked extensively in the area of income maintenance. He has evaluated social service programs and has conducted many studies relating to welfare and work ranging from econometric studies to process analyses of program design and administration. He has been investigating the role of the private business sector in providing social protections and how well these private protections are integrated with protections from government. Currently he is working on the development of social policy and social welfare institutions in developing countries, particularly China, where he is consultant to the State Commission on Restructuring the Economic System.

**Janet Zollinger Giele**, a sociologist, is director of the Family and Children's Policy Center. Her special interests are the changing roles of women, social movements and the emergence of family policy to provide care for children and the elderly. She is currently comparing the changing life course patterns of women in the U.S. and Germany. She is the author of *Women and the Future; Women: Roles and Status in Eight Countries and Women in the Middle Years*; and co-editor (with Hilda Kahne) of *Women's Work and Women's Lives: The Continuing Struggle Worldwide*. A new book is in process *Two Paths to Equality: Women's Temperance and Women's Suffrage*, an account of the 19th-century feminist movement.

**David G. Gil**, a social worker and social scientist, is director of the Center for Social Change. His studies focus on links between societal institutions and individual and social problems, and on strategies to transform social orders into alternative ways of life conducive to human development for all. Of special concern in these studies are relations between the organization and quality of work and human development and well-being. Before joining the faculty of Brandeis University in 1964, he worked in agriculture, industry and social work in Sweden, Palestine, Israel and the United States. His writings include: *Violence Against Children*, *Unravelling Social Policy*, *The Challenge of Social Equality*, *Beyond the Jungle*, *Child Abuse and Violence* (editor), *Toward Social and Economic Justice* and *The Future of Work* (co-editor), as well as numerous journal articles.

**Andrew B. Hahn** is associate dean for external affairs and director of the Peter E. Heller Program on Innovations in Social Policy. He conducts policy analysis, training and demonstration projects for federal agencies, corporations and major foundations on the employment and education problems of disadvantaged persons. His books, *What Works in Youth Employment Policy* and *Dropouts in America*, are syntheses of practical lessons for program managers and policy makers about effective youth employment and education strategies. He is also affiliated with the Family and Children's Policy Center and is a human services research professor in the Heller School.

**Leonard J. Hausman** is an economist who specializes in the interconnection of public and private social protection systems. He is currently writing two books: one is a text on social protection; the other is on social protection in The People's Republic of China.

**Constance Horgan** is the co-director of the Institute for Health Policy's Center for Drug Abuse Services Research. She has extensive experience in health policy analysis research with a major focus on mental health and substance abuse services. She has studied alternative delivery mechanisms for prescribed drugs and also the changing nature of the market for health maintenance organization. She is affiliated with the Family and Children's Policy Center where the use of drug and mental health services are particularly relevant.

**Kenneth J. Jones** is a quantitative methodologist who teaches advanced courses on statistical modeling and forecasting as well as regression analysis. He is interested in the area of cost, financing and efficacy of various service modalities for the developmentally disabled. He is currently doing research in the application of quantitative causal modeling techniques to problems in economics and aging.

**Marty W. Krauss** is director of the Nathan and Toby Starr Center for Mental Retardation and a senior social scientist at the Eunice Kennedy Shriver Center in Waltham, MA. Her current research focus on methods of assessing family functioning includes two longitudinal studies examining the impacts on families of having a family member with a disability. One project focuses on children with disabilities and their families during the preschool years, the other on aging families caring for a mentally retarded child at home. She is the recipient of the 1990 Joseph P. Kennedy, Jr. Foundation Future Leaders Award. She is coauthor of *Coming Back: The Community Experience of Deinstitutionalized Mentally Retarded Persons*; *Here to Stay: Community Residences for Persons with Developmental Disabilities*; and *Aging and Mental Retardation: Extending the Continuum*.

**Norman R. Kurtz** is a sociologist with primary research interests in policy issues related to the delivery of human services to deviant populations. He is the author of *Introduction to Social Statistics* and coauthor of *Occupational Alcoholism: An Annotated Bibliography*; *Coming Back: The Community Experiences of Deinstitutionalized Mentally Retarded People*; and *America's Troubles: A Casebook on Social Conflict*.

Walter N. Leutz is associate director of the Institute for Health Policy's long-term care group. His current research includes expanding chronic care for the elderly through national models for financing, infrastructure, case management and housing. He is director of the Social HMO Research Consortium. He is the primary author of *Changing Health Care for an Aging Society* and numerous articles on home and community-based long-term care, and a forthcoming book *Care for the Frail Elderly*.

Thomas G. McGuire is the research director of Heller's Economics of Mental Health Program and a professor of economics at Boston University. He has published articles on public finance and the economics of health and mental health. He is author of *Financing Psychotherapy: Costs, Effects and Public Policy* and co-author *Economics and Mental Health*. He served as co-chair of three NIMH-sponsored conferences on economics and mental health.

Phyllis H. Mutschler is affiliated both with the Policy Center on Aging (as director of education) and with the Family and Children's Policy Center. She has extensive experience with survey analysis, particularly as related to family caregiving for the elderly, policies governing the provision of long term-care and the impact of retirement plans. She analyzed informal caregiving in the 1982 National Long-Term Care Survey. She directed a study of "Innovative Strategies for Improving Long-Term Care," and recently completed *Eldercare: An Issues Overview*.

She is currently studying the impact of pension plans on employees' retirement plans and retirement status.

Jeffrey Prottas is deputy director at the Institute for Health Policy. He has 20 years experience in the delivery and organization of social service programs. He is currently engaged in research regarding the interaction between technology, public policy and social values in the area of organ transplantation. He is also examining attempts to restructure health care systems using gatekeeping and case management approaches, both in primary care and long-term care settings.

Leonard Saxe is a social psychologist at the Family and Children's Policy Center with research focusing on mental health policy and the evaluation of psychologically based interventions. He has conducted studies for the Congressional Office of Technology Assessment on psychotherapy, the cost effectiveness of alcohol treatment and the treatment of children's mental health policy. He has also written a research text, *Social Experiments: Methods for Design and Evaluation*. His current projects focus on children's mental health and integration of mental health services in the community.

James H. Schulz, is an economist who specializes in the areas of income maintenance, pension policy, and the economics of aging. He holds the Meyer and Ida Kirstein Chair in Aging Policy. He is a nationally known consultant on pensions and retirement policies.

Prior to coming to Brandeis, Schulz worked at the U.S. Bureau of the Budget and the University of New Hampshire. A former president of the Gerontological Society of America, he received the Society's Kleemeier Award in 1983 for outstanding research in aging. His books include: *Providing Adequate Retirement Income; The Economics of Aging; International Perspectives on Aging; When "Lifetime Employment" Ends; The World Ageing Situation 1991; and The Economics of Population Aging*.

Bruce Spitz is director of the County Health Policy Project at the Institute for Health Policy. He has an extensive background in the organization and financing of state and local government health care programs and has published extensively in these areas.

Deborah A. Stone is a political scientist and is also affiliated with the Family and Children's Policy Center. She is a scholar of the welfare state and has written widely on social policy, especially on health and disability issues, as well as on the role of professions in contemporary democracy. She is the author of three books: *The Limits of Professional Power*, a study of health care in West Germany and the United States; *The Disabled State*, a theory about the social and legal meaning of disability; and *Policy Paradox and Political Reason*, an exploration of the ethical and political assumptions in policy analysis. She is a founder and Senior Editor of the new journal, *The American Prospect*.



**Saul Touster** is a Brandeis University professor and a member of the Heller faculty where he teaches in the fields of family and mental health law. He has helped expand the Legal Studies Program to include the Law, Medicine and Health Program. He taught for many years at law schools (e.g., SUNY at Buffalo, 1955-1968), before committing himself to liberal studies in law in graduate and undergraduate programs. A published poet, he has concerned himself over the past few years with the relation of literature to law and is co-founder and academic director of the award-winning Humanities and the Professions seminars at Brandeis.

**Carole C. Upshur** teaches Heller courses on issues of disability and on human service systems. She is a community psychologist specializing in child and family policy issues and program planning and evaluation of community services. She is an associate professor at the University of Massachusetts at Boston and an associate in pediatrics at the University of Massachusetts Medical School.

**Stanley S. Wallack**, an economist, is the director of the Institute for Health Policy. His recent research has focused on long-term care financing, alternative health care systems and drug abuse. While deputy assistant director of the Congressional Budget Office for Health Income Assistance and Veterans Affairs, he worked on a variety of issues, including welfare and Social Security reforms, health care reimbursement, delivery and financing. As director of the Division of Health Resources in

the Office of the Assistant Secretary for Planning and Evaluation (HEW), he was involved in legislative development, evaluation and regulation. Prior to these government positions, he taught at the University of Illinois/Champaign-Urbana.

**Constance Williams** is a social worker affiliated with the Family and Children's Policy Center and has extensive background in direct practice, public service, and education. She was Chief Policy Analyst in the Massachusetts Governor's Office of Human Resources where she directed major policy initiatives, including reform of the commonwealth's child support enforcement laws. Her current research focuses on teen pregnancy and parenting, African-American families and neighborhood and community supports to poor urban families and children. She is co-author of *Subsidizing the Poor: A Boston Housing Experiment* and is the author of *Black Teenage Mothers: Pregnancy and Child Rearing from their Perspective*. She is the ethnographer for Project AFRIC, a federally funded Comprehensive Child Development Project, at Dimock Community Health Care Center in Boston. As chair of the National Association of Social Workers' (NASW) Communications Committee she has oversight for all NASW publications. She also serves on the boards of Beaverbrook Guidance Center and the Crittenton Hastings House.

**Irving K. Zola**, a Brandeis University sociologist and a Heller faculty member, is primarily interested in the sociology of health and illness. He has been on the editorial board of several nationally prominent journals, such as the *Journal of Health and Behavior*; *Social Problems*, *Social Science and Medicine*; and *Sociology of Health and Illness*; and has edited several books, including, *Organizational Issues in the Delivery of Health Services and Poverty and Health: A Sociological Analysis*. Since 1982, he has written: *Missing Pieces: A Chronicle of Living with a Disability*; *Ordinary Lives: Voices of Disease and Disability*; and *Socio-Medical Inquiries: Recollections, Reflections and Reconsiderations*. He has had extensive experience in clinical settings and has created counseling advocacy and a resource center devoted to people with disabilities. He is editor and publisher of the *Disability Studies Quarterly*.

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## ACADEMIC POLICIES

### Course and Residency Requirements

Required residence for doctoral students is two years for those entering with a prior graduate degree and three years for those entering without an advanced degree. Full tuition is required for each residence year. Students who are required to fulfill three years of residency may petition to complete their third year as a post resident and pay only the post-resident tuition.

Doctoral students who enter with an advanced degree must satisfactorily complete 14 courses; those who enter without an advanced degree must complete 18 courses. Part-time doctoral students fulfill their residency requirements when they have completed the required number of courses.

Master's students satisfy residency requirements when they complete 15 courses and the Management Laboratory Project.

Full-time study is defined as an average of four courses per semester. The required course load for part-time students is no fewer than two courses per semester. Part-time students who register for only one course because of unusual circumstances must have the written permission of their advisor and the Program director. Part-time master's students have up to three years to complete all requirements for graduation.

Full-time Ph.D. students must complete all degree requirements within 10 years of the matriculation date. Ph.D. students admitted on a part-time basis have 12 years to complete all requirements. Ph.D. students failing to finish within the specified period of time may petition the faculty to return for up to two additional year of study, starting in the academic year following notification of termination of candidacy for the degree. If the dissertation is substantially complete as the 10- or 12-year deadline approaches, the dean or his/her designee has the authority to grant a one-time extension of up to six months, upon the recommendation of the student's dissertation committee.

### Post-Resident Students

Doctoral students who have completed the required residence may petition for post-resident status and have their tuition reduced. The post-resident tuition allows a student to use University facilities, register for courses, defer payment on loans, receive V.A. benefits, occupy a Heller School office (if available) and serve on Heller or University committees. A student eligible for post-resident status may file a program card for full-time study with the approval of an advisor.

### Continuation Students

Students who have completed residence/tuition requirements and who do not wish to take part in any of the benefits afforded to post-resident students may petition for continuation status and pay the annual continuation fee. This status entitles the student to a University I.D. card and use of the University's library facilities. A program card must be on file in the registrar's office.

### Registration

Every student must file a registration card with the registrar within the deadlines announced in the Academic Calendar. The requirement pertains to every Heller student, whether attending regular courses of study, carrying on research or independent reading, writing a dissertation or using any academic service or University facility. Students registering after the deadline listed in the Academic Calendar will be charged a late registration fee. Students failing to register within the deadlines announced each semester by the registrar will be administratively withdrawn. Students who have been administratively withdrawn must pay the reinstatement fee and receive the permission of the Director of the program before they will be allowed to register.

## Program of Study

Before registering students plan a program of study in consultation with their advisor. All courses to be taken in the semester must be listed on the registration card. Audited courses must also be noted as "audit". Registration cards must be signed by the advisor. Courses may be added, dropped or changed from audit to credit (or vice versa) by the deadlines announced each semester by the registrar's office. All changes prior to final registration must be initiated by the advisor.

## Evaluation Procedures

Instructors evaluate student performances in courses as:

*Satisfactory*, indicating that a student has successfully completed all the requirements of the course and has earned course credit toward the degree.

*Marginal*, indicating that a student encountered difficulty with the course materials. Marginal grades do not appear on the permanent record and are counted toward the degree requirement.

*Incomplete*, indicating that a student has not completed all requirements for a course at the end of the semester. The Incomplete grade may be changed to Satisfactory by the instructor upon the satisfactory completion of all requirements.

*Unsatisfactory*, indicating that the student's performance does not meet the requirements for course credit. If an Unsatisfactory rating is received in a required course, the course

may be retaken. Should the new rating be Satisfactory, it will replace the former Unsatisfactory rating.

A doctoral student with two Unsatisfactory grades or three Marginal grades or one Unsatisfactory grade and two Marginal grades will be referred to the dean. Two Unsatisfactories or three Marginals constitute grounds for dismissal from the Master's Program. Exceptions to this policy can only be made by the program director after consultation with the student, instructors and the dean.

## Incompletes

Students encountering unusual circumstances during a semester that prevent completion of course work may ask an instructor to give a grade of Incomplete. Instructors are not required to give Incompletes. If an instructor agrees to give an Incomplete, he or she will note on the course evaluation what remaining work the student must do to pass the course. Some instructors may also set a date for completion of work that is before the maximum times allowed by school policy. Deadlines set by the instructor take precedence over school deadlines.

Master's students must finish all requirements for Incompletes by the end of the second week of the following semester or term or the course grade will become an Unsatisfactory.

Ph.D. students must finish all requirements on the following schedule: fall semester Incompletes must be completed by the following May 1; spring semester Incompletes must be completed by the following December 20; summer Incompletes must be completed by the following February 1. If all course work is not satisfactorily completed on schedule, the Incomplete grade will become an Unsatisfactory.

Extensions for Incompletes may be granted only for exceptional (not instructional) circumstances by the program director after discussion with the instructor.

## Audit

Students may audit classes with the permission of the instructor. An audit will be entered on the permanent record only if the instructor indicates that the student has attended class on a regular basis.

## Tutorials

A student may request in writing that course credit be granted for a tutorial. Such a recommendation must be made prior to the tutorial and should include an outline of the work and assignments to be covered as well as the circumstances justifying a tutorial for a course. The student's advisor must review the outline and approve the tutorial. A copy of the approved outline must be submitted to the registrar during the registration period. In general, tutorials may not be used to replace courses offered in the School.



## Consortium

Brandeis University is part of a consortium that includes Boston College, Boston University and Tufts University, enabling Heller students to take courses at these institutions. The Heller School also has a cross-registration agreement with the Department of Urban Studies and Planning at MIT. MMHS students may cross register for graduate level courses at Bentley College and at MGH Institute of Health Professions at Massachusetts General Hospital. Full-time doctoral students are permitted to take a total of four courses outside the Heller School. Part-time doctoral students may also take four outside courses, but on a staggered basis: of their first eight courses, two may be taken outside; of the remaining six courses, two may be taken outside.

Master's students may take two courses outside of the Heller School. Students wishing to take courses at other institutions must first complete four Heller School courses and obtain approval from their advisor prior to enrolling in the course. Courses may not be taken during the summer.

Outside courses may not be used to substitute for courses offered in the Heller School's curriculum. Courses taken outside the Heller School must be at the graduate level in order to receive credit. Students are responsible for paying full tuition to Brandeis. In unusual circumstances, students may request to waive this requirement.

## Special Student Status

Any individual not formally admitted to the Heller School wishing to take a course must apply for special student status. In order to receive special student designation, the following criteria must be met: the request must be reviewed and approved by the Program Director, the consent of the instructor of the course must be given; tuition must be paid. Special students may take a maximum of two courses. Occasionally, a special student might wish to apply for admission to one of the degree programs. Special student status implies no commitment on the School's part of formal admission to either the Master's or the Ph.D. Program. Applications from special students will be considered along with, and under the same criteria as the general pool of applicants. In the event that a special student is admitted to the School as a regular student, up to two courses successfully completed as a special student may be applied toward degree requirements.

## University Records Policy

The Brandeis University records policy contains procedures and constraints governing the disclosure to third parties of personally identifying information gained from official records; procedures and rights governing student access to his/her educational records; the nature and location of various records maintained by the University and the title of the University official responsible for their maintenance, supervision, and interpretation; and procedures by which students may seek to remedy alleged inaccuracies in University records. Annually, Brandeis University informs students of the Family Educational Rights and Privacy Act of 1974, as amended.

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## FINANCIAL INFORMATION

### Tuition and Fee Schedule

The following tuition and fees are in effect for the 1992-93 academic year. These figures are subject to annual revision by the Brandeis Board of Trustees: Full-time Resident Tuition for the Ph.D. Program \$16,585; Part-time Tuition, \$1,400/course; Full-time Resident Tuition for the 12-course Master's Program, \$15,400; Full-time Resident Tuition for the 15-course Master's Program, \$16,500; Part-time Master's Tuition, \$1,400/course.

### Application Fee, \$50

The application fee is payable by applicants to both the Ph.D. and the Master's Program when the application is submitted. Applications will not be processed without this fee.

### Matriculation Fee, \$200

Not refundable; applicable toward tuition.

All students admitted to either program are required to pay a matriculation deposit of \$200 to reserve a place in the entering class. The deposit is not refundable but is applied toward tuition for matriculants.

### Diploma Fee, \$20

Payable by all candidates for the master's degree.

### Transcript Fee, \$2

Students, former students and graduates who request official transcripts of their records in the Heller School are charged \$2 for each copy issued after the first one, which is free. Requests by mail for transcripts must be accompanied by a check in the correct amount payable to Brandeis University. Transcripts will be issued only to those students whose financial records are in order.

### Reinstatement Fee, \$250

Payable by a student who, after withdrawal, suspension, or dismissal, has been reinstated with the consent of the dean of the Heller School, or his/her designee.

### Student Health Services Fee, \$290 (\$85 Summer)

Entitles the graduate student to the use of the Health Services

### Student Health Insurance Fee, \$510 (\$235 Summer: June-August)

All students (except special and continuation students) are required to have personal health insurance. Payment of the insurance fee entitles the graduate student to participate in the benefits of the Health Insurance Plan. The fee is payable at registration and no portion is refundable.

### Dependent Health Insurance Coverage

Although the health services offered at Stoneman Infirmary are not extended to dependents of students, an optional family health insurance plan is available to married students for a fee of \$935 for student and spouse and \$1265 for the family plan. Special students are not eligible for this plan. There is an additional charge during the summer for MMHS students.

### Parking Fee, \$35 (commuters)

Payable annually at fall registration for privilege of parking an automobile on campus. Fee varies with assigned parking area.

### Late Registration Fee, \$25

Payable for failure to complete registration at the time announced by the Heller School.

### Incomplete Records Fee, \$25

Payable for failure to complete administrative requirements by date(s) specified in the Academic Calendar and/or Catalog (e.g., late filing of Health Examination Report, failure to register, etc.).

### Cap and Gown Fee, \$13

Payable by all candidates for the MMHS degree.

## **Post-Residence Fee, \$1,050**

Students who have completed the required residence and full-tuition period may petition to become a post resident and have their tuition reduced to \$1,050 per academic year. The post-resident tuition allows a student to use University facilities, register for courses, defer payment on loans, receive V.A. benefits, occupy a Heller School office (if available) and serve on Heller or University committees. Students in this category must be covered by health insurance.

## **Continuation Fee, \$150**

Students who have completed their residency and who do not wish to use the University facilities or who do not wish to defer student loan payments during the period in which they are preparing for the completion of the degree may petition for continuation status and pay an annual fee of \$150.

## **Final Doctoral Fee, \$300**

This fee covers all costs for the year in which the Ph.D. degree will be conferred including the costs for the microfilm publication of the doctoral dissertation; the publication of the abstract of the dissertation in "Dissertation Abstracts"; copyright protection; issuance of a Library of Congress number and appropriate library cards; and binding of four copies of the dissertation. The final doctoral fee also covers the rental expenses for academic robes for graduation and cost of the diploma. All candidates for the Ph.D. degree must pay the \$300 final doctoral fee prior to the receipt of their degree.

*Exceptions:* Students who have been in residence in their final year (or semester) may deduct any tuition charges from this fee that they personally have paid to the University in that final year (or semester). This includes the \$150 continuation fee and any post-residence fee covered by an outside grant. If a student has a Heller tuition waiver in that last period, then that student must pay the \$300. If a student completes all the Ph.D. Program requirements, including the dissertation and defense, after the deadline for graduation in any academic year, he/she does not have to pay any further tuition in the semester in which he/she actually graduates.

## **Refunds**

The only fee that may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the dean of the Heller School for a partial refund of tuition in accordance with the following: before the opening day of instruction, 100% of semester tuition; on or before the second Friday following the opening day of instruction, 75% of semester tuition; on or before the fifth Friday following the opening day of instruction, 50% of semester tuition; after the fifth Friday following the opening day of instruction, no refund. All refunds are subject to review and final approval by the University Controller and will be disbursed only upon written request.

## **Withdrawals**

If you wish to withdraw from the Heller School at any time you must give immediate written notice to the Ph.D. or the Master's Program director, the registrar and the financial aid director. Failure to comply may subject you to dishonorable discharge, refusal of readmission, cancellation of the privilege of securing an official transcript and, in the case of a student withdrawing within 30 days of the beginning of classes, loss of eligibility for a partial refund of tuition. Such a student must pay tuition for the full semester. Permission to withdraw will not be granted if you have not discharged all financial indebtedness to the University or have not made arrangements for subsequent payment to the satisfaction of the controller's office.

## **Living Expenses**

The following estimates of living expenses provide some reasonable expectation of the costs of living in the Boston area for the 1992-93 academic calendar based on 9 months and should be proportionately calculated to include summer months and a 7 to 10 percent increase for 1993-94 and subsequent academic years. A single person will need a minimum of \$12,500 excluding tuition to cover the following living costs: health fees (\$510), books and course materials (\$700), rent (\$4,167), food (\$3090) and transportation, recreation and miscellaneous expenses (\$3,333). For students with a family, calculations should include an additional \$3,100 for the spouse and \$3,600 for each child.

## Financial Policy

Tuition and fees are due when billed. A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal and refusal of a transfer of credits or issuance of a transcript. Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the student loan office and by the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

### Financial Aid

The school attempts to assist as many students as possible in securing financial aid, although it expects that candidates for admission will explore a variety of outside funding sources such as private scholarships, foundation grants to individuals, state scholarships, G.I. Bill benefits and governmental loan programs.

The Heller School receives a number of federally sponsored grants that provide tuition scholarships and monthly stipends for eligible students. In addition, the Heller School has a limited number of scholarships that are awarded on the combined basis of need and merit. A number of research positions and teaching assistantships are also available for qualified students. Part-time students are not eligible to

receive Heller scholarships or fellowships. Eligibility for financial aid of any kind requires a current Financial Aid Form (FAF) on file at the Heller School. When filling out the FAF, please use our CSS Code #3026. The deadline for filing the FAF is February 15th.

### Stafford Loans (formerly Guaranteed Student Loans)

Students may be eligible for a Stafford Loan if they meet the following requirements: (1) enrolled at least half-time at an eligible institution; (2) maintain satisfactory academic progress; (3) are either U.S. citizens or eligible noncitizens; (4) comply with Draft Registration; (5) are not currently in default on any Title IV loan or grant; (6) sign a Statement of Educational Purpose; (7) demonstrate need through an approved needs analysis system. Interest is subsidized by the federal government, and students are not required to repay these loans until after they leave school, or after they cease to be enrolled at least half-time.

A graduate student may borrow up to the cost of education, less other estimated financial assistance from federal, state or private sources, as determined by the School's financial aid officer. This may not exceed \$7,500 per year to a maximum of \$54,750 total for undergraduate and graduate education. For new, first-time borrowers after July 1, 1988, the simple annual interest rate is 8 percent for the first four repayment years, and 10 percent thereafter.

## Supplemental Loans for Students (SLS)

SLS loans are available to graduate and professional students who do not qualify for Stafford Loans, or who need additional financial assistance. Students are eligible to borrow through the SLS loan program regardless of their family's income or financial need. The first six eligibility requirements listed for the Stafford Loans are applicable to the SLS Program. Interest is not subsidized by the federal government and students may be required to repay these loans, including interest, while they are still in school.

A graduate student may borrow up to the cost of education, less estimated financial assistance from other sources - federal, state and private, as determined by the School's financial aid office. This may not exceed \$4,000 per year with an aggregate borrowing maximum of \$20,000.

The interest rate on SLS loans is currently set at 7.5 percent for the 1992-93 academic year.

Information on these programs may be obtained from local banks and the School's financial aid office. Students who plan to borrow either a Stafford loan or an SLS must have on file at the Heller School a current Financial Aid Form (FAF). In addition, a financial aid transcript from each postsecondary institution previously attended by the student on at least a half-time basis must be on file.



## GENERAL INFORMATION

### The University

Brandeis University, founded in 1948, is regarded as one of the finest small, private research universities in the United States.

Brandeis is located in Waltham about 10 miles west of Boston. Commuter rail and subway connections not far from campus provide access to the metropolitan area. Boston-Cambridge, known for its cultural and ethnic diversity, historical landmarks and concentration of distinguished colleges and universities, is one of the country's most attractive urban areas.

The Brandeis community also affords students an array of cultural and professional events; the University attracts noted speakers and artists; there are weekly classical music concerts and the Spingold Theater Arts Center stages a varied program of entertainment. The Rose Art Museum offers a full range of paintings and sculpture by prominent foreign and American artists, and facilities are available for student artists.

The Brandeis campus consists of 250 acres with more than 100 buildings. The Heller School is housed in its own educational and research center and is adjacent to Goldfarb and Farber Libraries. The School contains classrooms, offices, research facilities, on-line computer terminals, a personal computer laboratory, a reading room and the Heller Lounge, used for a diversity of meetings, lectures and social occasions. The Heller School is handicapped accessible.

### Housing

Most Heller School students live in apartments in Waltham, Cambridge and the Greater Boston area. A limited number of apartments are available for graduate students through the Office of Residence Life and University Housing. The University also maintains up-to-date listings for persons interested in renting apartments, subletting houses and sharing apartments with roommates.

### Day Care

The Lemberg Children's Center is a nonprofit, cooperative day care center under the auspices of the University for children 2-6 years of age. The Center is open Monday to Friday, 8:00 am to 5:45 pm, 12 months a year. Tuition is on a sliding fee scale with a limited number of less expensive, public-assisted tuitions available. Preference is given to children of members of the Brandeis community.

### Athletic Facilities

The facilities of Gosman Sports & Convocation Center are available for use by graduate students when scheduled athletic events are not in progress. Gymnasium facilities, indoor swimming pool, indoor and outdoor track and outdoor tennis courts are available. Lockers may be rented in either the gym or pool area.

### Student Center

The Usdan Student Center, near the Heller School, houses several cafeterias where meals and snacks may be purchased on an individual basis or through meal plan contracts. Other facilities at the student center include a bookstore, where all required course material is available; a post office, a game room and a travel agency.

Kosher meals are available at Hassenfeld Conference Center, which is also the location of the Stein where pizza, hamburgers, beer and wine may be purchased.

### Health Services

Health services are available for all Heller students through the University Health Services' Golding Outpatient Facility, the Stoneman Infirmary and the Psychological Counseling Center for an annual fee. All students must have personal health insurance. A health insurance plan is offered through the Health Services for those who are uninsured or elect to use the Health Services plan.

## Libraries

The Brandeis Goldfarb Library and the Farber complex, situated next to the Heller School, house approximately 750,000 volumes, microfilm holdings, periodicals and newspapers. The Brandeis University Libraries offer access to a variety of electronic reference sources. Electronic sources on CD-ROM are available in both libraries at no charge. Among the databases available are *Readers' Guide*, *Social Sciences Index*, *MLA Bibliography*, *PsycLit* (*Psychological Abstracts*) and *Newspaper Monthly Catalog*. The Gerstenzang Science Library subscribes to *Medline*, from the National Library of Medicine, and to *Science Citation Index*. Members of the reference staff are available to perform searches in hundreds of databases available through national on-line services such as DIALOG and BRS. Search prices vary.

The Intercultural Library, a new unit within the Brandeis University Libraries, was established in the summer of 1989 for the purpose of encouraging and fostering greater awareness of cultural diversity among faculty, staff and students. The Library houses a collection of materials of a general and current nature pertaining to various world cultures and their relationship to the American experience. The Intercultural Library also sponsors academic support programs for students of color through the academic affairs office.

In addition, Heller faculty and staff members have compiled extensive collections in several substantive areas. Specialized collections in gerontology, long-term care and health policy are housed at the School.

The Library collection in mental health and mental retardation is among the largest in the country. The Heller School Livingston Reading room contains nearly 400 doctoral dissertations, Management Laboratory Project reports, numerous scholarly journals and a collection of selected United States and Massachusetts state documents.

### Computer Access

The Heller School has its own computer room with terminals that allow direct access to the University's Feldberg Computer Center. Heller students may also use microcomputers at a University computer pod located in Shiffman Hall near Heller or at the Feldberg Center. Computer instruction is integrated in course work and mini-courses are provided for the use of special software programs including word processing.

### Heller Colloquia and Lecture Series

Throughout the academic year numerous guest speakers visit the Heller School, providing a range of perspectives on issues of interest to the Heller community. Weekly colloquia, informal talks, panel discussions

and symposia enable students to question the research findings or policy approaches of the speaker. Among the speakers who have appeared at colloquia are the deputy director of the Ford Foundation, the director of Health Financing and Policy, U.S. General Accounting Office, the executive director, New Orleans Council for Young Children, the commissioner, Massachusetts Department of Social Services and the director of Medicaid's Clinical Programs.

### Heller Student Participation

Students participate in a variety of School activities. Students elect a Steering Committee annually which organizes monthly meetings and represents student interests to the administration and faculty. In addition, student representatives serve on the Quality of Life Committee, the Ph.D. and M.M.H.S. Program Committees, the Admissions Committee and the Heller School's Board of Overseers.

Student evaluations of each course are compiled and analyzed to help in assessing the effectiveness of faculty reading lists and course offerings.



## **The Heller School Alumni Association**

The School's Alumni Association was established in the early seventies with membership automatic for all graduates. Since 1978, the Association has been enriched with the introduction of our more recent M.M.H.S. graduates. Representation of our alumni is assured on the School's Board of Overseers and on the National Board of the University's Alumni Association.

There is regular communication with alumni and an Alumni Directory available to all graduates. Special alumni events are held in Boston, at regions throughout the country and at national professional meetings.

The Association has been an effective network; recommending new students, suggesting dissertation opportunities, making known job possibilities and serving as both a professional and social exchange for its members.

## **Job Placement**

The Heller School receives announcements from all over the country with openings for faculty, research personnel, human services managers and policy analysts. Announcements come to the School and are shared directly with students. The University's Hiatt Career Development Center also provides Heller graduates with professional assistance in job placement.

Career workshops, featuring training in resume writing, interview skills, targeting of career goals and marketing of individual strengths are held annually to aid students in their job search. Contact with potential employers is maintained through a series of recruitment visits to the School, and luncheons with colloquium speakers. The School also maintains relationships with various agencies, governmental departments and universities. For master's students the Management Laboratory Projects provide an important source of information about the job market and referrals. Heller alumni are in leadership roles in the total range of social welfare contexts and provide a primary network for assisting graduates in locating appropriate professional positions. Frequently alumni recruit graduates directly for vacancies in their organizations.

## ADMISSION PROCEDURES

### Master's Program

The M.M.H.S. Admissions Committee bases its decisions on a number of factors. Selection is based on the applicant's ability to do high-quality graduate work and evidence of interest and career goals that are compatible with the mission and resources available at the Heller School, as shown by the applicant's:

#### 1. Statement of Purpose

A written statement of purpose that includes your career goals, from both the short- and long-range views. Cite work or educational experience you have had that has developed your interests, social concerns and career goals. (Use no more than a total of three typed double-spaced pages.)

#### 2. Academic Record

Applicants must have official transcripts of all undergraduate, graduate or course work sent directly to the Heller School.

#### 3. Three Letters of Recommendation

At least one letter of recommendation should be from an employer or supervisor, one from a professor with whom you have studied, and one from either another employer, professor or a professional of your choice. The recommendations should provide detailed information about the quality of your academic achievements and specific comments on your personal

qualities relative to your potential as a graduate student. Recommendations from employers or supervisors should detail your ability to perform on-the-job and their assessment of your promise in human services management.

#### 4. Sample of Written Work

Include a sample of your written work. This sample will be used to assess your ability to analyze a problem and to express ideas. Most applicants have been associated with organizations that have various managerial situations or problems. In a two- or three-page (double-spaced, typed) essay, describe a management problem that you have encountered at work or at school, then discuss methods or options for resolution. You may also enclose additional samples of your written work, but not jointly authored articles, grant proposals or theses.

#### 5. Scores on the Graduate Management Admission Test (GMAT)

Scores must be less than five years old. The Graduate Record Examination (GRE) may be substituted if it has been taken during the past five years.

### Ph.D. Program

The decision of the Ph.D. Admissions Committee is based on a combination of factors. Selections are based on the applicant's ability to do graduate work of high quality and evidence of interests and career goals that are compatible with the mission and resources available at the Heller School, as shown by the applicant's:

#### 1. Statement of Purpose

A written statement of purpose that includes your career goals, from both the short- and long-range views. Cite significant work or educational experience you have had that has developed your interests, social concerns and career goals; state how you see your interests and career goals, being met through doctoral study; and indicate what substantive area of study you will pursue, indicating major and minor interests.

#### 2. Academic Record

Applicants must have official transcripts of all undergraduate, graduate or course work sent directly to the Heller School.

#### 3. Three Letters of Recommendation

At least one letter of recommendation should be from an employer or supervisor, one from a professor with whom you have studied, and one from either another employer, professor or a professional of your choice. The recommendations should provide detailed

information about the quality of your academic achievements and specific comments on your personal qualities relative to you as a potential graduate student. Recommendations from employers or supervisors should detail your ability to perform a job and their assessment of your future promise.

#### 4. Sample of Written Work

Include a sample of your written work, which will be used to assess your ability to deal with conceptual material, your analytic skills and your writing style. (Use no more than 10- 15 typed, double-spaced pages.) Please do not submit jointly authored articles, grant proposals or theses. Examples of academic writing include some of the following:

- \* a paper written within the last two years that met a course requirement;
- \* a paper published in a professional journal; or
- \* a paper specifically prepared for the application. To achieve standardization your paper should be an analytic comparison of any two articles that have appeared within the last year in journals such as *The Public Interest* or *Social Policy*.

#### 5. Scores on the Graduate Record Examination (GRE)

Scores must be less than five years old. The Miller Analogies Test (MAT) may be substituted if it has been taken during the past five years.

#### Application Deadline/Dates

**Master's Program:** The deadline for submission of all application materials, including a \$50 application fee, is February 15th. To ensure that the results of the GMAT are received before the deadline, applicants should register to take the test no later than the February administration. Completed applications will be considered individually by the Admissions Committee, and the applicant will be notified of the decision within three-five weeks of receipt of all materials.

**Ph.D. Program:** The deadline for submission of all application materials, including a \$50 application fee, is February 15th. To ensure that results of the GRE are received before the deadline, applicants should register to take the test no later than the December administration. Each application for admission with all supporting records is first examined by the Admissions Committee. The Committee recommends to the dean of the Heller School which applicants should be selected for admission. The dean reviews all applications in light of departmental recommendations and informs each applicant of the results in April.

#### Special Admission Requirements for Foreign Students

Thorough competence in English is required for graduate study at Brandeis University. All applicants whose native language is not English are required to submit results of the following tests, as well as the application requirements listed above.

1. Test of English as a Foreign Language (TOEFL) - Minimum acceptable score: 600
2. Test of Written English (TWE) - Minimum acceptable score: 5
3. Test of Spoken English (TSE) - Minimum acceptable score: 250

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## OFFICERS OF INSTRUCTION\*

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\*All officers of instruction other than  
those with tenure track appointments  
(assistant professor, associate professor  
or professor) hold the additional title of  
university lecturer or adjunct lecturer.

## UNIVERSITY PROFESSOR

Samuel O. Thier  
President, Brandeis University

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Charles I. Schottland  
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Welfare Certificate, Graduate  
School of Jewish Social Work  
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Roland Warren  
Professor of Urban Studies  
Ph.D., Heidelberg University

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## OFFICERS OF ADMINISTRATION

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Dean

Gerald W. Bush, Ph.D.  
Director, Master's Program in  
Management of Human Services

James J. Callahan, Jr., Ph.D.  
Acting Dean  
Director of Ph.D. Program

Andrew B. Hahn, Ph.D.  
Associate Dean for  
External Affairs, Director Peter  
Heller Program

Susan Martin, B.A.  
Registrar

Hazel D. Miele, B.A.  
Assistant Dean  
Administration and Education

Cecile Papirno, B.B.A.  
Assistant to the Dean for Alumni  
Activities, Development and  
Special Projects

Barbara Wakefield, B.S.  
Director  
Financial Services and  
Student Aid

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Under the provisions of the Family Educational Rights and Privacy Act, also known as the Buckley Amendment, students have the right to inspect the educational records kept by the University concerning them, to request correction of an inaccurate data, and to file complaints concerning any misleading information contained therein. Parents of dependent students may inspect their son's or daughter's academic records after establishing proof of their dependency. Disclosures are restricted to those who are authorized and who have legitimate need for the data. The University safeguards against third-party disclosure of personally identifiable information.

*Chapter 151C Section 2B* of the Massachusetts General Laws provides that: any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institutions, who is unable, because of his religious beliefs, to attend classes, or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

It is the policy of Brandeis University not to discriminate against any applicant or employee on the basis of race, color, religion, sex, sexual orientation, age, national origin, disabled or Vietnam-era veteran or handicap status. The University operates under an affirmative action plan and encourages minorities, women, Vietnam-era veterans and disabled veterans, to apply, both in terms of employment and to all the rights, privileges, programs and activities generally accorded or made available to its students. The University's Affirmative Action Plan is available for inspection at the Office of the Director of Affirmative Action and Government Regulation Compliance, Brandeis University. Inquires concerning discrimination may be referred to the Director, Office of Affirmative Action and Government Regulation Compliance.

## **Student Handbook**

The provisions of the Brandeis University Student Handbook apply to the Heller School including matters involving student misconduct.

### **Office of the Director Affirmative Action and Government Regulation Compliance**

Brandeis University has TDD machines located in all public buildings on campus for use by the hearing impaired, and accessible handicapped units and a 24 hour, seven days a week, van service available for the mobility impaired.

Programs, requirements, fees and other information are set forth herein as they exist at the date of this publication. Brandeis University reserves the right to make changes without notice.





BRANDEIS UNIVERSITY



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